



AMERICAN UNIVERSITY

WASHINGTON, D.C.



CATALOG 2001-2002

Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation

<http://www.archive.org/details/americanuniversi2001amer>

American University Catalog

2001–2002 Edition

effective Fall 2001

Washington, D.C.

Correspondence Directory

American University
4400 Massachusetts Avenue NW
Washington, DC 20016

General Information: (202) 885-1000

College of Arts and Sciences (202) 885-2446
fax (202) 885-2429

School of Communication (202) 885-2060
Mary Graydon Center fax (202) 885-2099

Kogod School of Business (202) 885-1900
fax (202) 885-1992

School of International Service (202) 885-1600
fax (202) 885-2494

School of Public Affairs (202) 885-2940
Ward Building fax (202) 885-2353

Washington College of Law (202) 274-4000
4801 Massachusetts Ave. NW fax (202) 274-4130

Development Office (202) 885-5900
Constitution Building, Tenley Campus fax (202) 895-4998
Alumni Relations (202) 885-5960
fax (202) 885-5964

Enrollment Services
Admissions Office (202) 885-6000
Hamilton Building fax (202) 885-6014
Financial Aid (202) 885-6100
Financial Aid Building fax (202) 885-1129
Media Relations (202) 885-5950
Constitution Building, Tenley Campus fax (202) 885-5959

Registrar (202) 885-2200
Asbury Building 2nd floor fax (202) 885-1052

Student Accounts (202) 885-3541
Asbury Building 300 fax (202) 885-1139

Student Services (202) 885-3310
Butler Pavilion 401 fax (202) 885-1769

EaglePhone: (202) 274-0310

Student course schedules, semester grades, and account information from any touch-tone telephone.

American University on-line: www.american.edu

Equal Opportunity

American University provides equal opportunity for all qualified persons in its educational programs and activities. The university does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, family responsibilities, political affiliation, source of income, or Vietnam-era veteran status. It conforms with all applicable federal and state non-discrimination laws. The policy of equal opportunity applies to every aspect of the operations and activities of the university generally, and includes admissions and employment.

American University Catalog is published by the Office of the University Registrar
Donald W. Bunis, University Registrar
Mary-Ellen Jones, Assistant University Registrar/Editor
Katherine Bertone, Senior Publications Assistant
in cooperation with University Publications

Limitations on Catalog Provisions

The educational process necessitates change. This publication must be considered informational and not binding on the university.

Each step of the educational process, from admission through graduation, requires appropriate approval by university officials. The university must, therefore, reserve the right to change admission requirements or to refuse to grant credit or a degree if a student does not satisfy the university, in its sole judgment, that he or she has satisfactorily met its requirements.

Academic Calendar 2001–2002

Fall 2001

| | |
|----------------|---|
| August 27 | Fall classes begin |
| September 3 | Labor Day; no classes, university offices closed |
| September 10 | Last day to add a fall course |
| October 8–9 | Fall break |
| October 13 | English Competency Examination |
| October 26–28 | Family Weekend |
| October 19 | Last day to drop a fall course (mid-term) |
| October 29 | Advanced registration (with billing) for spring 2002 begins |
| November 21–25 | Thanksgiving holiday; no classes; university offices closed Thursday and Friday |
| December 10 | Fall classes end; direct registration (with payment) for spring 2002 begins |
| December 11–12 | Study days; no classes |
| December 13–19 | Fall final examinations |
| December 24–25 | Winter holiday; university offices closed |
| December 31 | New Year holiday; university offices closed |

Spring 2002

| | |
|----------------|---|
| January 1 | New Year holiday; university offices closed |
| January 14 | Spring classes begin |
| January 21 | Martin Luther King, Jr. Day; university offices closed |
| January 27 | Winter Commencement |
| January 28 | Last day to add a spring course |
| February 9 | English Competency Examination |
| March 8 | Last day to drop a spring class (mid-term) |
| March 10–17 | Spring break |
| March 23 | English Competency Examination |
| April 1 | Advance registration for fall 2002 and summer 2002 begins |
| April 29 | Spring classes end |
| April 30–May 1 | Study days; no classes |
| May 2–8 | Spring final examinations |
| May 11 | Honors Convocation |
| May 12 | Spring Commencement |

Summer 2002

| | |
|----------|--|
| May 13 | Summer sessions begin |
| May 27 | Memorial Day; no classes, university offices closed |
| July 4 | Independence Day observed; no classes, university offices closed |
| August 8 | End of summer sessions |

The academic calendar is divided into fall and spring semesters of approximately 15 weeks each and summer sessions of varying length. The last week of the fall and spring semesters is set aside for final examinations. If no final examination is given, the course will meet for a final class during the scheduled final examination period.

The holidays and vacations usually observed by the university are as follows: Labor Day; Thanksgiving weekend (Wednesday, Thursday, Friday, Saturday); Christmas Eve/Christmas Day and New Year's Eve/New Year's Day (included in the mid-year intersession break); Martin Luther King, Jr. Day; Inauguration Day (every four years); Memorial Day; and Independence Day. Fall break is two days in October; spring break is the week following the spring semester midterm. Classes continue until 10:40 p.m. the evening before a holiday or vacation period.

The *Schedule of Classes* for each semester contains specific dates for the academic year.

University Administration

Benjamin Ladner, *President*
Cornelius M. Kerwin, *Provost*
Albert R. Checcio, *Vice President of Development*
Gail S. Hanson, *Vice President of Student Services*
Mary E. Kennard, *Vice President and University Counsel*
Donald L. Myers, *Vice President of Finance and Treasurer*
Tom Myers, *Vice President of Enrollment Services*

Walter D. Broadnax, *Dean, School of Public Affairs*
Ivy E. Broder, *Dean of Academic Affairs*
Louis W. Goodman, *Dean, School of International Service*
Claudio M. Grossman, *Dean, Washington College of Law*
Larry Kirkman, *Dean, School of Communication*
Kay J. Mussell, *Dean, College of Arts and Sciences*
Myron J. Roomkin, *Dean, Kogod School of Business*

Donald W. Bunis, *University Registrar*
Patricia A. Wand, *University Librarian*

Board of Trustees

George J. Collins,* *Chair*
Leslie E. Bains,* *Vice Chair*
Gary M. Abramson*
Sondra D. Bender
Abbey J. Butler*
David M. Carmen
Edward R. Carr*
Gary D. Cohn*
Pamela M. Deese*
David F. Eisner*
Hani M. S. Farsi*
Thomas A. Gottschalk
Roger W. Ireson
Benjamin R. Jacobs*
William I. Jacobs*
Leonard R. Jaskol*
Benjamin Ladner
Weldon H. Latham
G. Douglass Lewis
Ann Robyn Mathias*
Bishop Felton E. May
John R. Petty
Robert P. Pincus*
Matthew S. Pittinsky*
A.W. "Pete" Smith
Paul Martin Wolff
*Alumna/alumnus of American University

Contents

| | | | |
|---|-----|---|-------------------|
| Correspondence Directory | ii | Audio Technology | 83 |
| Academic Calendar | iii | Biology | 84 |
| University Administration and Board of Trustees | iv | Chemistry | 87 |
| Introduction | 1 | Computer Science and Information Systems | 91 |
| University Profile | 5 | Economics | 96 |
| Enrollment, 2000–2001 | 7 | School of Education | 103 |
| Degrees Conferred, 1999–2000 | 7 | English Language Institute | 111 |
| Undergraduate Study | 9 | Health and Fitness | 112 |
| Admission | 9 | History | 114 |
| University Degree Requirements | 13 | Jewish Studies | 117 |
| Academic Standards and Regulations | 16 | Language and Foreign Studies | 118 |
| Fields of Study | 20 | Liberal Studies | 124 |
| General Education Program | 21 | Literature | 125 |
| Graduate Study | 29 | Mathematics and Statistics | 127 |
| Admission Requirements | 29 | Performing Arts | 134 |
| University Degree Requirements | 31 | Philosophy and Religion | 139 |
| Academic Standards and Regulations | 33 | Physics | 141 |
| Fields of Study | 35 | Pre-engineering | 143 |
| International Student Information | 37 | Prelaw | 143 |
| Tuition, Expenses, and Financial Aid | 39 | Premedical | 144 |
| Tuition, Residence Hall and Meal Plan Charges | 39 | Psychology | 146 |
| Undergraduate Financial Aid | 43 | Sociology | 150 |
| Graduate Financial Aid | 49 | Teaching English to Speakers of Other Languages | 154 |
| Veterans' Benefits | 52 | Women's and Gender Studies | 156 |
| Student Services | 53 | School of Communication | 158 |
| Student Learning and Development Services | 53 | Kogod School of Business | 169 |
| Campus Life Centers | 54 | School of International Service | 184 |
| Intercultural Programs and Services | 57 | School of Public Affairs | 203 |
| Career Services, Internships, and Merit Awards | 59 | Government | 205 |
| Academic Information and Regulations | 63 | Justice, Law and Society | 210 |
| Academic Integrity and Student Conduct Code | 63 | Public Administration | 216 |
| Registration and Class Schedules | 64 | Washington College of Law | 222 |
| Student Records and Graduation | 67 | Interdisciplinary Programs | 224 |
| College of Arts and Sciences | 71 | Washington Semester and World Capitals Programs | 239 |
| American Studies | 73 | Course Descriptions | 245 |
| Anthropology | 74 | Faculty | 377 |
| Art | 77 | Full-time Faculty, 2000–2001 | 377 |
| | | Adjunct Faculty, 2000–2001 | 395 |
| | | Index | 413 |
| | | Campus Map | inside back cover |



Introduction

- Academic Facilities, Athletics, and On-Campus Services
- University Profile
- Enrollment

American University was chartered by an Act of Congress in 1893 and founded under the auspices of the United Methodist Church. Today it is an independent coeducational university with more than 11,000 students enrolled in undergraduate, master's, doctoral, and professional degree programs. On an 84-acre residential campus in a quiet neighborhood in upper northwest Washington, D.C., the university attracts students from all 50 states, the District of Columbia, Puerto Rico and the territories, and nearly 150 foreign countries.

American University offers a wide range of undergraduate and graduate programs through its six major divisions: College of Arts and Sciences; School of Communication; School of Public Affairs; School of International Service; Kogod School of Business; and Washington College of Law.

The distinguished faculty of American University includes renowned experts and scholars of national and international reputation in public affairs, law, history, economics, business, international relations, education, science and the arts.

To its full-time faculty of 566, the university adds over eight hundred adjunct faculty members drawn from Washington's professional community, including policy makers, diplomats, journalists, artists, writers, scientists and business leaders.

The resources of a capital city are unlike any other in the world. Next to government, education is the largest industry in the District of Columbia. Washington has become an important business and financial center, with more associations and trade organizations than New York City. Some 140 foreign embassies and chanceries and the headquarters of many international organizations are located in the city.

But most important, Washington is a city of learning resources in every discipline, from the arts to the sciences to public affairs. The Smithsonian Institution, the John F. Kennedy Center for the Performing Arts, the National Institutes of Health, the National Library of Medicine, the Library of Congress, the World Bank, the National Archives, the Brookings Institution, and the Chamber of Commerce of the U.S.A. are all located in the Washington, D.C. area.

The libraries, museums, and art galleries of Washington contain unsurpassed collections. These resources become sites of research, field trips, internships, cooperative education, and part-time jobs. Because of these resources, American University students can put their education to work as they could nowhere else in the country.

University Campus

Massachusetts Avenue runs from the bustle of downtown Washington, through Embassy Row, by the Washington Cathedral, through wooded Glover-Archbold Park, to Ward Circle. Here on the hill where Massachusetts and Nebraska Avenues meet sits the main campus of American University. In a beautiful residential area, the campus is a tranquil setting for study.

Apart from, yet a part of the city, American University is a short distance from Washington's centers of government, business, research, commerce and art. The university is served by major city bus routes and a campus shuttle to a nearby subway stop.

The 37 buildings on the campus include the university library, administrative and academic buildings, residence halls, an interdenominational religious center, and a sports and convocation center. Facilities include 24-hour computer laboratories, radio and TV studios, science laboratories, art studios, recital halls, and a theatre. The Washington College of Law is located a half mile from the campus on Massachusetts Avenue. The satellite Tenley Campus, located a mile from the university's main site, is the location of the Washington Semester program.

Art Facilities

The Art Department is housed in the Watkins Building, with additional classrooms and studio space in the Nebraska and McKinley Buildings. There are classrooms with special equipment to handle drawing, painting, printmaking, sculpture, design, computer graphics, multimedia, and ceramics classes as well as art history classes. Individual studios are provided for all M.F.A. students, and semi-private workspaces are provided for undergraduate studio art majors. The department also maintains the Watkins Gallery with changing exhibitions, including the Watkins Collection (works by Avery, Chagall, Dove, Klee, Kokoshka, Marin, Matisse, and Picasso) and works by faculty, students, and other artists.

Dance, Music, and Theatre Facilities

The Kreeger Building, housing the Department of Performing Arts, has a chamber-music recital hall seating 130, a large rehearsal space, and 25 practice rooms. It also has facilities for TV tape viewing and record, CD, and tape listening. Available through the university library and music library are over 10,000 volumes of music scores and books and over 10,000 disc recordings. The building also contains a large collection of choral, orchestral, jazz, and symphonic scores.

The Experimental Theatre, where plays, musicals, and dance concerts are performed, serves as the mainstage facility for the Department of Performing Arts. Downstairs in the same building are the production office and the scene shop. The costume office, shop, and storage facilities are located to the rear of Asbury Building, where costumes are designed and created for all department productions.

Tenley Center is home to most dance and theatre classes and the dance office. Dance classes are also held in Butler Instructional Center 104, which is equipped with a dance floor, mirrors, and barres.

Language Resource Center

The Language Resource Center (LRC) of the Department of Language and Foreign Studies is a comprehensive, multi-media facility which supports students and faculty in the study and teaching of foreign languages and cultures through the use of advanced technologies in audio, video, film, computer, and satellite telecommunications.

The center's services include self-paced instructional programs in Chinese, English, French, German, Hebrew, Italian, Japanese, Russian, and Spanish, tutoring for students enrolled in foreign language courses, and state-of-the-art computerized teaching labs providing interactive learning.

The LRC is located in the Asbury Building basement and is reached via the street-level entrance to the north wing of Asbury. For more information call (202) 885-2396.

Media Center

The Media Center operates the Mark Wechsler Theater, a 107-seat screening room that affords an intimate setting for classic and contemporary cinema. The center is also a full-scale audio-visual resource facility providing administrative and technical support for the film studies and production courses offered by the Department of Literature and the School of Communication. Housed within the center are a selective film and video collection, reference works, film catalogues, and files of film-related material.

The center frequently sponsors special events such as film festivals, guest filmmakers, seminars, premier screenings, and the annual Student Visual Media Festival, and facilitates events sponsored by embassies, film societies, and nonprofit organizations and associations. The projection facilities are fully equipped for 16- and 35mm film, as well as large screen video in five formats, laserdisc DVD, and computer multimedia projection. The Media Center is located in Mary Graydon Center 316.

Science Laboratories

The Department of Chemistry is equipped with standard chemical instrumentation, including spectrometers and chromatographic equipment. Laboratory facilities in the Beeghly Building include modern teaching and research laboratories as well as a computer room, a dark room, a controlled temperature room, and instrument rooms. Specialized laboratories have been established for research in biochemistry, polymer chemistry, and carbohydrate chemistry, and for work requiring an inert atmosphere. Graduate and undergraduate students are involved in a variety of research projects using the facilities of the department or through cooperative agreements with many governmental laboratories.

Research facilities of the Department of Physics, housed in the McKinley Building, include general and advanced laboratories, electronics and audio technology equipment, a recording studio, a laboratory classroom for digital audio and multimedia workstations, and a machine shop. Other laboratories in McKinley are available for faculty and student research in physics education, Mossbauer spectroscopy, laser physics, computational physics, neural computing, electronic music, and digital and multimedia technology.

The Department of Biology has both undergraduate and graduate teaching laboratories as well as faculty research laboratories in which students are encouraged to learn. The teaching labs are well-equipped and continually upgraded. Students have the opportunity to gain experience with a wide variety of techniques including nucleic acid and protein isolation, DNA analysis and electrophoresis, bacterial and primary cell culture, stereo, compound, and fluorescent microscopy, and computer-generated measurements with data analysis. The facilities in the Department of Biology and cooperative agreements with various government laboratories make possible opportunities for research in environmental, ecological, marine, and biomedical sciences.

Technology

Three technology support groups (e-academics, e-administration, and e-operations) provide a variety of central services for the university's academic and administrative computing needs as well as management of the EagleNet campus data and voice networks.

All students receive an EagleNet user account, an "american.edu" e-mail address, and a personal Web page if desired. Computing resources are delivered via a fiber optic network providing over 7,000 connection points throughout the campus, including all residence hall rooms. High-capacity dedicated Internet service is available to everyone, and generous data storage for academic assignments and e-mail is provided on state-of-the-art servers available 24 hours a day throughout the year, except for occasional maintenance periods.

There are 19 computer laboratories on campus offering a variety of personal computer and Macintosh systems, as well as fee-based high-speed laser printing. General-purpose facilities open to all students are located in Anderson and McDowell Halls. Several labs are open 24 hours a day during most of the academic year. There are also many specialized labs supporting specific academic disciplines. Use of these labs may be restricted to students taking relevant courses or enrolled in specific degree programs. Labs are staffed by full-time professionals, graduate assistants and student assistants who provide support for a broad range of software applications.

The EagleNet network provides students with access to site-licensed software and the resources of ALADIN, the university's on-line library catalog. ALADIN is the gateway to the library holdings of seven Washington-area universities that share access to a broad range of electronic research resources, all available throughout campus via a Web browser. EagleNet also enables students to participate in a growing number of courses that use the Web to enhance the classroom experience. On-line academic collaboration is provided to the campus using software tools such as Blackboard CourseInfo and other electronic resources.

The Help Desk answers software questions and provides general computer troubleshooting assistance via telephone, Web, and e-mail. Throughout the year a variety of training classes are offered to help members of the academic community use computing resources.

Although limited dial-up facilities are available for off-campus use of EagleNet, nonresident students are encouraged to arrange for Internet service through a private Internet provider. For those with laptop computers equipped with Ethernet network cards, public EagleNet access ports are available at various locations throughout campus.

All students must agree to the terms of the university's *Policy on the Appropriate Use of Information Technology Resources*, which is reprinted in the last section of the Student Handbook, Policies and Guidelines.

University Library

The Jack I. and Dorothy G. Bender Library and Learning Resources Center serves as a gateway to a wide array of print resources and electronic information and offers many services to support student and faculty research.

Over 725,000 volumes; 3,500 journals; 7,700 films, videos, and multimedia; and 985,000 microforms can be found in the library collections. A curriculum materials center houses a collection that supports degree programs offered through the School of Education. In addition, 33,000 recordings and more than 12,500 musical scores are located in the Music Library in the Kreeger Building. Special collections include the American University Archives, rare books, and manuscripts, highlighted by the Armas Martin Collection of materials on mathematics, the Spinks Collection of Japanese materials, and broadcast journalism collections. All library materials are listed in ALADIN, the on-line library system.

The library provides Internet access and subscribes to more than 250 electronic resources including electronic journals, encyclopedias, and databases such as First Search/WorldCat and Academic Universe. Some databases provide electronic access to full text documents which can be e-mailed, downloaded or printed. Electronic resources may be accessed via a CD ROM network, through ALADIN, or from the library Web site, <www.library.american.edu>.

Reference librarians are available to help researchers locate information. They teach classes and workshops on resources and research skills, including use of the World Wide Web. The library offers access to materials not held in its collections through an Interlibrary Loan/Document Delivery service. Copy services are provided through a copy center, self-service copiers located on all floors, and microform copiers.

Students and other researchers may use individual carrels, quiet study rooms and group study rooms. Listening and viewing facilities are available in Library Media Services and the Music Library. An electronic classroom/lab on the lower level is also available when not in use for instruction.

American University Library is a member of the Washington Research Library Consortium (WRLC). Holdings for all seven libraries are listed in ALADIN. American University students and faculty may borrow materials from the other WRLC libraries.

WAMU-FM Radio

WAMU 88.5 FM is a 24-hour, 50,000 watt public radio station, licensed to American University since 1961. It ranks among the top public radio stations in the country. WAMU serves more than 450,000 listeners in Virginia, Maryland, and the District of Columbia with news, talk programming, and traditional American music. WAMU is a not-for-profit radio station. Its support comes from American University, local businesses, the Corporation for Public Broadcasting, and over 30,000 individual listener subscribers. Although WAMU-FM is professionally staffed, some part-time employment opportunities are available to students in the business and development offices and some unpaid internships are available in news and programming.

Athletics and Recreation

American University's Sports Center houses Bender Arena, Reeves Aquatic Center, the William I Jacobs Fitness Center, and Athletics and Recreation Department offices. The center includes four full-size basketball/volleyball courts, an indoor running track, a 25-yard swimming pool, and a warm-up pool. Outdoor facilities include Reeves soccer/lacrosse field, the Greenberg running track, Reeves tennis courts, an intramural field, and two basketball courts behind the Sports Center. The Jacobs Center is a state-of-the-art campus fitness center intended for all members of the AU community, including faculty and staff, as well as student-athletes. It houses two strength training areas (one exclusively for varsity team use) featuring machines and free-weight equipment, an exercise area for aerobics, and a wrestling room.

The complex also serves as home to the American University athletics program. The university features a nineteen-sport NCAA Division I program which competes in the Patriot League (Army, Bucknell, Colgate, Holy Cross, Lafayette, Lehigh, and Navy). The university offers women's basketball, cross country, field hockey, indoor and outdoor track and field, lacrosse, soccer, swimming and diving, tennis, and volleyball, and men's basketball, cross country, golf, indoor and outdoor track and field, soccer, swimming and diving, tennis, and wrestling.

American University students may attend Eagles home-ticketed sporting events free of charge by picking up tickets in advance of the game. With proper AU identification, students receive two tickets to each event.

For up-to-the-minute information on AU athletics, visit the Eagles' official Web site at <www.aueagles.com> or call the AU Sports Hotline at (202) 885-DUNK (x3865).

Other special functions and major entertainment events occur throughout the year in Bender Arena. Tickets for both on- and off-campus events can be purchased at the Ticketmaster outlet located in the lobby of the arena. For all ticket information, call (202) 885-FANS (x3267).

Intramural and Club Sports

The Intramural Sports Program is an exciting and fun complement to a student's academic, cultural, and social education. The program offers a wide range of sports including basketball, flag football, soccer, softball, racquetball, golf, swimming, volleyball and tennis. Different leagues are conducted in these sports for men, women, co-recreational groups, and varying skill levels. Involvement in intramurals is a wonderful opportunity for students to make new acquaintances, develop friendships and enjoy the benefits of exercise and physical activity. An Intramural Sports Program brochure listing all the rules and regulations of the program, as well as deadlines for signing up for various sports, may be obtained from the Intramural Office in the Sports Center lower level, Room G-03, (202) 885-3050.

Club Sports are organized team sports that are coordinated and run by students and compete against other schools in the

area and around the region. They are considered student organizations and receive funding through the Student Confederation, fundraising, and in some cases, annual dues. Club Sports have included baseball, crew, dance team, fencing, ice hockey, lacrosse, martial arts, rugby, and track.

Recreational Facilities

All students with a valid AU ID have privileges in these facilities during normal operating hours. Special hours are in effect during events in the building, on school holidays and from mid-May to the end of August. For special closings, call (202) 885-3096.

Bender Arena

Monday–Friday 6:00 AM–11:00 PM

Saturday–Sunday 9:00 AM–8:00 PM

William I Jacobs Fitness Center

Monday–Friday 6:30 AM–10:30 PM

Saturday–Sunday 9:30 AM–7:30 PM

National Center for Health Fitness

The National Center for Health Fitness (NCHF) provides leadership for the nation in the areas of health risk identification and lifestyle improvement. The NCHF offers a full spectrum of health fitness services including the design, implementation, management, and evaluation of worksite health promotion facilities. The NCHF operates three worksite health promotion centers—an on-campus and two off-campus facilities. The centers are staffed by students in the health promotion and health fitness management degree programs. The state-of-the-art research done by the NCHF in worksite health promotion has resulted in comprehensive empirical and literature databases that serve as resources for researchers in several different disciplines, including behavioral sciences, life sciences, and economics.

On-Campus Services

Banking and Stores

A local bank operates a branch office and two automatic teller machines in the Butler Pavilion Promenade. The Eagle's Nest carries food, magazines, newspapers, and toiletry items. Other stores and services in the Butler Pavilion include a mailbox service, copy center, dry cleaner, travel agent, hair salon, café, and fast-food restaurant.

Campus Store

The campus bookstore, located on the second and third floors of the Butler Pavilion, carries all required textbooks, a large selection of other books, all necessary supplies, stationery, American University sportswear, and other items.

Child Development Center

American University's Child Development Center, located on campus, is a licensed and NAEYC-accredited preschool for children 2½ to 5 years old. Highly-qualified teachers, supported by trained work-study students, provide a developmentally appropriate program of active learning in the areas of physical, so-

cial, emotional, and intellectual development. Children of students, faculty, and staff may be enrolled in this stimulating and nurturing full-day program. In addition, the center offers students from many disciplines a place to intern and observe, create, and test theories involving children.

For more information on the Child Development Center: phone: (202) 885-3330 e-mail: vgreen@american.edu

Dining Services

The Terrace dining room, Tavern, cafeteria, snack bar, carry-out, and food vending machines are located in Mary Graydon Center. There is also a contract dining facility on the Tenley Campus. Various meal plan options are offered on a semester basis.

Mail Service

All university mail delivery is handled by Mail Services. The university maintains a full-service United States Post Office contract substation, Eagle Station, located in Letts Hall, lower level. Residence hall mail boxes are furnished to all resident students.

Parking and Traffic

Parking at American University is by permit or meter only, 8:00 a.m. to 5:00 p.m., Monday through Friday. Designated restricted lots and the Tenley Campus lots are enforced 24 hours a day, seven days a week. Visitors may purchase a guest permit from the Transportation Services office.

All faculty, staff, and students must register their vehicles in the Transportation Services office by the end of the first day of classes of each semester. Vehicles brought to the university during the semester must be registered immediately. Students may not register a vehicle that is not registered in their family name. Freshmen and Washington Semester students are not permitted to have vehicles on campus or to park in Advisory Neighborhood Commissions 3D and 3E.

Special access parking spaces are available around campus. Vehicles parked in these spaces must display valid handicap or disability license plates or permits. Temporary AU disability permits may be obtained from the Transportation Services office. A physician's certification is required.

For more information call (202) 885-3110.

University Profile

Historical Origins

American University was incorporated by the government of the District of Columbia in 1891 and chartered by Act of Congress in 1893 as a United Methodist Church-related institution. The university's first building was completed in 1898; its first class graduated in 1916.

Character

American University is an independent, coeducational university. All 50 states, the District of Columbia, Puerto Rico and the territories, and about 150 foreign countries are represented in its student body.

Shuttle Services

American University encourages the use of the city's excellent subway system—Metrorail. A free shuttle service for students, faculty, staff, and visitors is available to and from the Tenleytown/AU Metrorail station, Tenley Campus, Glover-Tunlaw Apartments, and the Washington College of Law. Access for persons with disabilities is available. A valid AU ID card or Shuttle Guest Pass is required for all riders. Hours of operation are Monday through Thursday, 7:00 a.m. to 12:30 a.m.; Friday, 7:00 a.m. to 1:30 a.m.; Saturday, 8:00 a.m. to 1:30 a.m.; and Sunday, 8:00 a.m. to 1:00 a.m.

For a shuttle schedule or more information:

phone: (202) 885-3302

on-line: www.american.edu/finance/dps/shuttle.html

For information on shuttle operation during inclement weather call (202) 885-1100.

Student Accounts

Following admission to the university, students handle all financial transactions with the university through Student Accounts, located in Asbury Building 300. Questions concerning student account activity and balances may be directed to (202) 885-3541. Payments may be made by credit card by calling the Cashier's Office at (202) 885-3588.

Student Health Center

The Student Health Center (SHC), located on the first floor of Nebraska Hall, provides primary medical care, minor emergency care, gynecological care, immunizations, allergy injections and health education services to students. The clinical staff consists of registered nurses and physician assistants, supported and supervised by two internal medicine physicians. Appointments are required for all non-emergency visits. To schedule an appointment, call (202) 885-3380. Evaluation by a screening nurse is available for walk-in patients.

For evaluation of illness or injury when the health center is closed, resident students should notify the residential housing staff, then call the Suburban Hospital On-Call Hotline at (301) 896-3939 and identify themselves as a student at American University.

Location

Residential area of upper northwest Washington, D.C.

Academic Divisions

College of Arts and Sciences
Kogod School of Business
School of Communication
School of International Service
School of Public Affairs
Washington College of Law

6 Introduction

Academic Programs

53 bachelor's programs

58 master's programs

13 doctoral programs

J.D., S.J.D., and LL.M.

Students have the opportunity to create individual interdisciplinary programs at the bachelor's and masters's levels. Certificate programs and an associate degree program are offered as well.

Special Programs

Career Center: internships, cooperative education, career preparation and career planning services at the undergraduate and graduate levels

Washington Semester Program: undergraduate programs focusing on American politics (national government, public law); arts; economic policy; international business and trade; international environment and development; international politics and foreign policy; justice; journalism; peace and conflict resolution, and transforming communities (all include internships)

World Capitals Program: study abroad programs in South America, Asia, the Middle East, Africa, Australia, and Europe (most include internships)

Consortium of Universities of the Washington Metropolitan Area: American University participates in a program through which students may take courses not offered by their home institutions at any of the other consortium member schools

Calendar

Two semesters, summer sessions

Student/Faculty Ratio (1999–2000)

14:1

Number of Faculty (Fall 2000)

566 full-time faculty with 467 in full-time teaching positions (90 percent of the full-time faculty hold a doctoral degree or the highest degree in their field); 875 adjunct faculty

Freshman Profile (Fall 2000)

Freshman enrollment: 1,303

Average high school grade point average of 3.2

Combined SAT (recentered) score average: 1218

Financial Aid

Approximately 60 percent of students receive some form of financial aid

Student Services

Career Center; Community Service; Disability Support Services; Gay, Lesbian, Bisexual, Transgender, and Ally Resource Center; International Student Services; Kay Spiritual Life Center; Learning Services; Mediation Services; Multicultural Affairs; New Student Programs; Off-Campus Housing; Psychological Services; Residential Life and Housing

Services; Sexual Discrimination, Harassment, and Assault Assistance; and Student Health Center

Facilities/Physical Plant

The 76-acre main campus and the 8-acre Tenley satellite campus are within one mile of each other. The Washington College of Law is located on Massachusetts Avenue, a half mile from the main campus. University facilities include administrative and academic buildings; housing for 3,475; an interdenominational religious center; specialized natural science facilities; 19 computer laboratories around campus, including several open 24 hours a day; two electronic auditoriums; numerous classrooms with the latest in multimedia presentation capability; radio and TV studios; recital halls; a small theatre; and a comprehensive, multipurpose sports and convocation center.

University Library

The University Library holdings include over 725,000 volumes, 985,000 microforms, 3,500 periodical subscriptions, 33,000 sound recordings, 7,700 films and videos, and 12,500 musical scores. Electronic resources include over 50 databases accessible through ALADIN, the on-line library system. Library services, collections, and study facilities are located in Bender Library and in the Music Library in the Kreeger Building. Services for students with disabilities include TDD telephone and state-of-the-art workstations with speech output, scanning devices and magnification software.

Access to University Library collections is through ALADIN, the on-line catalog and library system of the Washington Research Library Consortium (WRLC). American University students and faculty may borrow materials from other members of WRLC.

Law Library

The Law Library holdings include over 244,380 volumes, 1,134,528 microforms; 6,736 serial subscriptions, and databases on-line through Lexis-Nexis, MEDIS, WestLaw, BRS, Dialog, OCLC, Autocite, Vutext, and LEGAL, an on-line catalog providing access to hundreds of other libraries, including other area academic law libraries. All computers are fully networked, with access to the Internet and CD-ROM services.

Residence Halls

Six residence halls on the main campus accommodate 2,900 students per year. An apartment building housing 125 graduate students is located within a mile of the main campus. Three residence halls on the Tenley Campus provide housing for 450 Washington Semester students.

Cocurricular Activities

Students may participate in any of more than 110 clubs and organizations; 11 fraternities and 12 sororities; and varsity, recreational, and intramural sports

Accreditation

American University is accredited by the Middle States Association of Colleges and Secondary Schools and is recognized by the University Senate of the United Methodist Church. A number of programs are also individually accredited by, or are members of, professional organizations:

- Department of Chemistry: American Chemical Society
- School of Communication: Accrediting Council on Education in Journalism and Mass Communication
- School of Education: National Council for Accreditation of Teacher Education and National Association of State Directors of Teacher Education and Certification (both elementary and secondary)
- School of International Service: member, Association of Professional Schools of International Affairs

- Kogod School of Business: International Association for Management Education (AACSB)
Department of Accounting programs are also accredited by AACSB
- Department of Performing Arts, division of music: member, National Association of Schools of Music
- Department of Psychology, doctoral training program in clinical psychology: American Psychological Association
- School of Public Affairs: institutional member of the National Association of Schools of Public Affairs and Administration; member of the Academy of Criminal Justice Sciences
- Washington College of Law: approved by the American Bar Association and a member of the Association of American Law Schools

2000–2001 Academic Year Enrollment

| | |
|---|--------|
| Full-time undergraduates | 5464 |
| Part-time undergraduates | 500 |
| Full-time and part-time graduate students (including Washington College of Law). | 4677 |
| Nondegree students | 721 |
| <i>Total</i> | 11,362 |

Degrees Conferred 1999–2000

| | <i>Associate</i> | <i>Bachelor's</i> | <i>Master's</i> | <i>Ph.D.</i> | <i>J.D.</i> | <i>LL.M.</i> | <i>Total</i> |
|--|------------------|-------------------|-----------------|--------------|-------------|--------------|--------------|
| College of Arts and Sciences | | 281 | 337 | 42 | | | 660 |
| School of Communication | | 170 | 132 | | | | 302 |
| Kogod School of Business | | 203 | 218 | | | | 421 |
| School of International Service | | 199 | 214 | 5 | | | 418 |
| School of Public Affairs | | 229 | 246 | 5 | | | 480 |
| Washington College of Law | | | | | 366 | 153 | 519 |
| School of International Service/ Kogod School of Business | | | 5 | | | | 5 |
| <i>University Total</i> | | 1082 | 1152 | 52 | 366 | 153 | 2805 |

In 1999–2000, the graduation rate for undergraduate students who entered American University as full-time freshmen in fall 1995 was 70 percent.



Welcome!
Bienvenuti!
Välkommen!
Bienvenue!
Willkommen!
Vitamy!
Bienvenidos!

AMERICAN UNIVERSITY

Undergraduate Study

- Admission Requirements
- University Degree Requirements
- Academic Standards and Regulations
- Fields of Study

Freshman Admission Requirements

To request application forms or for more information:
phone: (202) 885-6000 e-mail: afa@american.edu
Applicants may use the electronic Common Application or
apply on-line:

www.american.edu/prospective/freshmen/index.htm

To be considered for admission, applicants should:

- Have graduated from a secondary school with at least 15 academic units, including at least four units in English, three units in college preparatory mathematics (including the equivalent of two units in algebra), two units in foreign language(s), two units in natural or lab science, and two units in social sciences.
- Have a minimum academic average of above C.
- Submit the results of either the Scholastic Assessment Test I (SAT I) or the American College Test (ACT).

Also recommended are the SAT II in Writing and Mathematics Level II (a score of 650 in Math II will fulfill the University Mathematics Requirement) and Foreign Language SAT II for applicants who plan to continue the study of a foreign language begun in secondary school.

Applicants who hold General Education Diplomas (GEDs) may be admitted on the basis of satisfactory performance on SAT, ACT, and other such tests and transcripts.

Applicants should request that official score reports be sent directly to the Admissions Office. American University's SAT code is 5007, and the ACT code is 0648.

American University requires all applicants whose first language is not English, regardless of citizenship, to take an English language proficiency examination. Applicants take the Test of English as a Foreign Language (TOEFL) or the English Language Institute placement test. TOEFL results should be sent directly to the university. American University's TOEFL code is 5007. See also the International Student Information chapter for additional instructions for international applicants.

Transfer Admission Requirements

To request application forms or for more information:
phone: (202) 885-6000 e-mail: afa@american.edu
Applicants may use the electronic Common Application or
apply on-line:

www.american.edu/prospective/transfer/index.htm

Students who wish to be considered for transfer admission must be in good academic and social standing at the school previously attended. All applicants with a grade point average of at least 2.00 on a 4.00 scale (at an AG-rated regionally accredited institution) will be considered. However, to be considered competitive for admission, applicants need a minimum grade point average of 2.50.

Applicants to individual schools should have maintained a minimum grade point average (on a 4.00 scale) as follows:

| | |
|--|------|
| Kogod School of Business | 2.50 |
| School of Communication | 2.50 |
| School of International Service | 3.00 |
| School of Education (College of Arts and Sciences) | 2.70 |

Transfer applicants must request each collegiate institution previously attended to send an official transcript of all work completed directly to the Admissions Office. Attendance at all institutions must be reported *whether or not credit was earned* and whether or not transfer credit is desired. Failure to report all previous academic work will be considered sufficient cause for rejection of an application or for dismissal from the university.

Transfer applicants with fewer than 24 credit hours completed at the time of application should also submit the secondary school record and standardized test scores.

Transfer applicants who are also applying for financial aid should submit their admission applications and supporting documents by March 1 for fall entrance.

American University requires all transfer applicants whose first language is not English, regardless of citizenship, to take an English language proficiency examination. Applicants take the Test of English as a Foreign Language (TOEFL) or the English Language Institute placement test. TOEFL results should be sent directly to the university. American University's TOEFL

code is 5007. See also the International Student Information chapter for additional instructions for international applicants.

Application for Admission

Application for admission to undergraduate degree programs may be made for any fall, spring, or summer term. The applicant is required to submit the application form and a nonrefundable application fee of \$45. Applications and all supporting documents must be on file in the Admissions Office by the following dates:

Freshman

| | |
|--------------------------------------|-------------|
| <i>Fall</i> (U.S. and International) | |
| Early Decision | November 15 |
| General Admission | February 1 |
| <i>Spring</i> (U.S.) | December 1 |
| International | September 1 |
| <i>Summer</i> (U.S.) | April 1 |
| International | March 1 |

Transfer

| | |
|--|-------------|
| <i>Fall</i> (U.S.) | July 1 |
| (May 1 to be considered for scholarship) | |
| International | May 1 |
| <i>Spring</i> (U.S.) | November 1 |
| International | September 1 |
| <i>Summer</i> (U.S.) | April 1 |
| International | March 1 |

The applicant is responsible for requesting that official transcripts and test scores be sent directly from the issuing institutions to the Admissions Office.

Transcripts for international applicants must be submitted for all secondary schools attended. Documents must be in the language of instruction of the issuing school and must be accompanied by an official English translation. International applicants must also complete and return with their application the Personal and Immigration Information Request Form. Photocopied or faxed documents are not accepted for evaluation purposes.

Applications received after the deadline will be considered for the intended program of study as long as class space remains and if it is possible to receive and process the necessary documents in time for registration.

Notice of Admission

General admission freshman applicants whose applications and supporting documents have been received by the Admissions Office by February 1 are notified of the decision on their applications by April 1.

Early decision applicants are notified of the decision by December 31; at that time early decision applicants may be admitted, denied admission, or deferred until the general admission date of April 1.

Transfer applicants are notified of decisions as they are made.

Full-time undergraduates are required to pay a nonrefundable \$400 tuition prepayment to reserve a place in the class.

Complete detailed instructions for replying to the admission offer are provided with the notice of acceptance.

Early Admission

American University offers the opportunity for admission a year earlier than normal to freshman applicants whose ability, academic achievement, and general maturity indicate that they are ready to begin collegiate work.

Applicants are considered on their own merit. However, the major factors important to evaluation are:

- the secondary school record, with special reference to grades achieved and the pattern of courses taken;
- performance on the Scholastic Assessment Test I (SAT I) or the American College Test (ACT);
- the recommendation of the secondary school principal or counselor and two teacher recommendations;
- a letter from the applicant stating the reasons for seeking early admission; and
- possibly, an interview with a screening committee.

Early Decision

Freshman applicants whose first choice is American University are encouraged to apply as early decision candidates. Students admitted under the early decision plan learn of their admission by December 31 and receive first consideration for scholarships, financial aid, housing, and registration. The university, in turn, is assured that these students will enroll if admitted.

The deadline for applying for early decision is November 15, at which time all documents, including the \$45 application fee, must be on file with the Admissions Office. Early decision applicants may initiate applications to other schools before notification, but if they are admitted to American University as early decision candidates, they must submit a tuition prepayment by February 1 and withdraw all applications to other colleges and universities.

Early decision applicants are evaluated by the same criteria as all other freshman applicants. They may be admitted to the university in December, denied admission, or have their application deferred until the general admission reply date of April 1. Students deferred until April are released from the commitment to attend if admitted.

Campus Visits and Interviews

Prospective students are encouraged to visit the university but are not required to do so. Students are asked to make an appointment with the Admissions Office three weeks in advance if by mail and two weeks in advance if by telephone.

Prospective freshmen participate in group information sessions conducted by a member of the admissions staff, who will review admission policy and procedure and answer questions about the university. Individual interviews are also available at most times of the year, however, an interview is not required as part of the admission process.

Campus tours are usually available before and after group information sessions. However, during holiday periods when the university is not in session, as well as during final examination periods, it may not be possible to gain access to classroom buildings and residence halls. At those times the university offers visitors a self-guided campus tour.

Students attending another college or university who are interested in transferring to American University may make appointments in advance for a campus tour and small-group conference tailored specifically to transfer students.

The Admissions Office is usually able to arrange classroom visits for prospective students when the request has been made well in advance. However, a visitor may attend classes with a friend enrolled at the university if permission of the professor has been granted in advance.

The Admissions Office also holds scheduled overnight programs during the fall semester for prospective students in university residence halls. Visitors requesting overnight housing are asked to telephone the admissions office at least three weeks in advance. The office can also provide a list of motels and hotels convenient to the campus.

Learning-Disabled Program

American University offers a support program for freshman students with learning disabilities. To be considered for the support program, applicants must also submit a supplementary application and documentation of a learning disability directly to the Learning Services Program. For more information or to request a supplementary application, call the Academic Support Center at (202) 885-3360.

Transfer of Credit

The Admissions Office evaluates official documents showing previous college-level work completed. Individual teaching units determine how this credit will apply to specific degree programs.

Grades and quality points earned in courses accepted for transfer will not be included in the grade point average to be maintained at American University, but the credits will count toward the total number required for graduation.

Transfer students may normally expect to receive credit for courses taken at collegiate institutions that were, at the time the courses were taken, regionally accredited or recognized candidates for accreditation. These courses must be appropriate for academic credit at American University towards an undergraduate degree program. A maximum of 75 credit hours will be accepted on transfer from four-year collegiate institutions. A maximum of 60 credit hours will be accepted from two-year collegiate institutions. A maximum of 75 credit hours from all institutions of higher education may be transferred toward a bachelor's degree.

A maximum of 30 credit hours will be accepted on transfer for a combination of relevant work completed satisfactorily in college-level Armed Services School courses, U.S. Armed Forces Institute correspondence or extension courses, or any

Military Occupational Skills (MOS) courses completed with a grade of 70 or better, as recommended at the baccalaureate level by the American Council on Education and which is appropriate for academic credit as determined by the Admissions Office after consultation with the appropriate academic unit.

A maximum of 30 credit hours may be granted for a combination of relevant work completed in college-level nondegree, correspondence or extension courses completed at an accredited institution provided the course work is recognized by that institution for credit toward a degree, and is appropriate for academic credit as determined by the Admissions Office after consultation with the appropriate academic unit.

Transfer students may be awarded credit for satisfactory scores in subject examinations of the College Level Examination Program (CLEP). Students may not receive credit for a subject examination if a course comparable in content has been accepted in transfer by the university, or if the student failed such a course (see Advanced Standing, below). Official score reports must be sent directly to the Admissions Office from the Educational Testing Service. No transfer credit towards the General Education requirements may be earned once the student has matriculated at American University.

Advanced Standing

Up to 30 credit hours will be accepted from one or a combination of Advanced Placement (AP), International Baccalaureate, and CLEP subject examinations. Upon recommendation of the appropriate teaching unit, advanced standing may be awarded or a course requirement waived for an entering student on the basis of performance in the Advanced Placement Examination Program of the College Entrance Examination Board, the Higher Level subjects of the International Baccalaureate Program, or successful performance in the Subject Examination Program of the College Level Examination Program (CLEP).

All undergraduate students in a degree program are eligible for course credit, with advanced placement where appropriate, on the basis of performance on the CLEP subject examinations, if the student has not failed or completed a credit-bearing course comparable in content.

Course credit, with advanced placement where appropriate, will be assigned for successful performance in the Subject Examination Program of CLEP, contingent upon the specification of norms and upon approval of the appropriateness of the content of the examinations by the teaching unit concerned. Selected CLEP examinations may be applied to up to four courses to meet General Education requirements (see below). Credit toward General Education requirements may be awarded only for examinations taken prior to entering American University. Under no circumstances will students be permitted to re-take a subject examination.

Students should consult with their advisors as to how examinations will apply to their degree programs. Information on registering for CLEP subject examinations may be found at: www.collegeboard.org/clep

12 Undergraduate Study

The following are CLEP Subject Examinations accepted by American University for the 2001-02 academic year:

American Government (AU course equivalent GOVT-110G*)
American Literature
Analysis and Interpretation of Literature plus essay
Biology
Calculus with Elementary Functions
College Level French Language
College Level German Language
College Level Spanish Language
Information Systems and Computer Applications
Introduction to Educational Psychology
English Literature
General Chemistry (AU course equivalent CHEM-110G and CHEM-210G*)
Introductory Psychology
Human Growth and Development
Principles of Management
Introductory Accounting
Principles of Marketing
Principles of Macroeconomics (AU course equivalent ECON-100G*)
Principles of Microeconomics (AU course equivalent ECON-200G*)
Introductory Sociology (AU course equivalent SOCY-210G*)

* course equivalents for General Education credit

Admission from Nondegree Status

Students wishing to transfer from nondegree status at American University to undergraduate degree status must submit a formal application for admission to the Admissions Office. If a student is accepted into an undergraduate degree program, a maximum of 30 credit hours may be transferred from nondegree status to the degree program.

Admission for Part-time Study

An undergraduate student enrolled in fewer than 12 credit hours is considered a part-time student.

Applicants considering part-time study in a degree program are cautioned that they may be unable to complete the necessary course work for some degree programs by attending evening classes only. Before applying they should consult with the department of their proposed major to ascertain whether the required courses will be available to them.

Part-time degree applicants are required to meet the same standards for admission as full-time applicants, and should follow the instructions under either Freshman Admission Requirements or Transfer Admission Requirements, whichever is appropriate.

Readmission

An undergraduate student whose studies at the university are interrupted for any reason for a period of one semester (excluding the summer sessions) must submit a formal application for readmission and a reapplication fee of \$45 to the Admissions Office at least two months before the beginning of the semester or summer session for which the student wishes to be readmitted, unless written permission to study at another collegiate institution was secured in advance or the student has been granted an official leave of absence.

Students who were in good standing when they left the university and who have maintained a satisfactory grade point average at another school are virtually assured readmission. It is to a student's advantage to apply for readmission as early as possible so that he or she may register during the advance registration period.

A student who is readmitted is subject to the academic requirements and regulations in effect at the time of readmission.

University Degree Requirements

It is university policy that no student shall be involuntarily subject to regulations and academic requirements introduced during the student's continuous enrollment in good standing in a single degree program if the new regulations involve undue hardships or the loss of academic credits earned to satisfy the requirements previously in effect.

Undergraduate students are governed by the following minimum requirements for the undergraduate degree (each teaching unit may have further major and major-related requirements). Undergraduate students are advised to consult their own advisor, department chair, or dean for detailed information.

Credit Hour and Residence Requirements

Associate Degree

The Associate in Arts degree requires the completion of at least 60 credit hours. At least 24 of the last 30 credit hours applied to the degree must be taken in residence at American University. A maximum of 36 credit hours may be transferred to the degree.

Students must complete at least 24 hours of courses in the General Education Program including one foundation course in each of the five curricular areas and one second-level course in each of three of the five curricular areas. Students must also fulfill the College Writing and English Competency Requirement and the University Mathematics Requirement.

Bachelor's Degrees

The university offers the following bachelor's degrees: Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science (B.S.), and Bachelor of Science in Business Administration (B.S.B.A.).

All bachelor's degrees require completion of at least 120 credit hours of course work. At least 45 credit hours out of the last 60 must be completed in residence at American University. A minimum of 15 credit hours must be completed at American University in upper-level courses in the student's major. A maximum of 75 hours may be transferred towards a bachelor's degree. Credit earned in any American University course, on or off campus, is residence credit. Credit earned by an American University student through the Consortium of Universities of the Washington Metropolitan Area is also residence credit.

Within the total 120 credit hours, students must fulfill a 6-credit-hour College Writing and English Competency Requirement, a 3-credit-hour University Mathematics Requirement, a 30-credit-hour General Education Requirement, and requirements for a major.

Undergraduates may count a maximum of 12 credit hours of internship and cooperative education field experience toward the 120 minimum credit hours required for graduation. The field experience credit hours that may be counted toward the requirements for a major or minor program may be fewer, as deter-

mined by the academic department, but may not exceed the maximum of 12 credit hours.

Two Undergraduate Degrees

Two undergraduate degrees may be conferred if a student satisfies both major and major-related requirements within two departments or schools and accrues at least 150 credit hours.

In order to be eligible for the second bachelor's degree, the student must apply for admission to the second degree program, preferably by the end of the junior year. If the student is granted admission to the second program, then upon completion of all requirements for the first program and the award of the first degree, the student's status will be changed to the second program. The student must again apply for graduation to be granted the second degree.

Combined Bachelor's and Master's Degrees

Students may earn both a bachelor's and a master's degree in a planned program of study during the third and fourth undergraduate years and first graduate year. Students are admitted to each level according to requirements established by the teaching unit.

Six graduate credit hours may be applied to the requirements for both degrees. For graduate programs requiring more than 36 credit hours, the number of hours applicable to both degrees may be increased.

Grade Point Average

Students enrolled in an undergraduate degree program must maintain a grade point average of at least 2.00 in order to remain in good standing and to graduate.

Major Requirements

Each undergraduate must complete at least 36 credit hours in the degree major and related courses, no fewer than 15 of which must be earned in upper-level courses taken in residence at American University.

A grade of C (2.00) or better is required for each major, major-related, or minor course. Students should note that a C- does not qualify and any course with a C- or lower will have to be repeated or an equivalent course taken to satisfy the major requirement involved. Courses in the major may be taken on a pass/fail basis only with permission of the student's dean or department chair.

Declaration of Major

By the end of the sophomore year, if not before, each student must choose and formally declare an academic major.

Admission to the university in an undergraduate program does not automatically constitute admission to a major program. Acceptance is official only when specific approval has been granted by the department chair or program director.

14 Undergraduate Study

Multiple Majors

A student may complete multiple majors by satisfactorily passing the major and major-related course work required by the departments or schools.

If the majors are pursued in different schools, the student must designate when declaring the majors which school he or she will be enrolled in and graduated from. The student will need to satisfy the general requirements of that school only. If a student is majoring in recognized majors that lead to different degrees (e.g., B.A. and B.S.), the student specifies which of the degrees is to be awarded. A student may apply the same course to each major program in which it meets the requirements.

Interdisciplinary Majors

In addition to the established major programs, students have the option of constructing their own major programs leading to a B.A. or B.S. in Interdisciplinary Studies. To design and complete an interdisciplinary major, a student must have the approval of three faculty members who represent the various disciplines involved in the interdisciplinary field. The major advisor must be a full-time faculty member.

Interdisciplinary major programs must include at least 42 credit hours, including 36 credit hours selected to form an academically sound, unified, and well-defined program and 6 credit hours in independent study or senior seminars. At least 75 percent of the 36 credit hours must be upper-level as defined by the teaching units that offer them. Students are encouraged to include at least two 500-level courses, although in some areas this may not be possible.

For permission to undertake an interdisciplinary major, the student applies to the dean of the school or college in which he or she is enrolled. A maximum of 18 credit hours of work completed prior to the semester in which application is made may be included in the program. The two independent study courses or senior seminars must be supervised by the major advisor and must be focused on the program's central concept. For more information, see the Interdisciplinary Programs chapter.

Minors

Specific course requirements for minors are listed under departmental programs. All minor programs consist of a minimum of 18 credit hours, including at least 9 credit hours at the 300 level or above. For all minors, at least 9 credit hours of the stated requirements must be taken in residence at American University. At least 12 credit hours of the minor must be outside of the course requirements for each major the student is pursuing.

A grade of C (2.00) or better is required for each course used to satisfy the requirements of a minor.

Students should consult with their advisors as to the procedure for declaring a minor. Minors are noted as a comment on the student's permanent record at the time of graduation, but will not appear on the student's diploma.

Interdisciplinary Minors

Students may also earn an interdisciplinary minor by completing an individually constructed program satisfying the re-

quirements stated above and consisting of courses from different disciplines united by a common theme and modeled after interdisciplinary majors. For more information, see the Interdisciplinary Programs chapter.

Changes in Field of Study

A student who wishes to change from one college or school to another, or from one major to another, must receive the permission of the dean or department chair in charge of the program to which the student wishes to transfer. A change in college, school, or major affiliation, when approved, may not become effective until the beginning of the next semester. It does not become effective if the student is suspended or dismissed. A student who changes a field of study may lose credit already earned in other study that is not appropriate to the new program.

Undergraduate University Requirements

College Writing and English Competency Requirement

All students must be able to write with a level of mastery equal to the demands of college course work. In addition, students need to acquire the critical reading skills necessary in all their courses. The College Writing and English Competency Requirement may be fulfilled through course work, examination, or a combination of the two. The English Competency Examination is given twice a year, in October and February.

Most students satisfy the College Writing and English Competency Requirement in their freshman year by passing one of the following 6-credit course sequences with grades of C or better:

- LIT-100 College Writing *and* LIT-101 College Writing Seminar
- LIT-102 College Writing *and* LIT-103 College Writing Seminar (for students who need extra work on language skills)
- LIT-130 Honors English I *and* LIT-131 Honors English II
- ELI-200 College Reading and Writing I *and* ELI-201 College Reading and Writing II (for nonnative speakers of English)
- LIT-205 Issues, Ideas, and Words *and* LIT-101 College Writing Seminar or LIT-103 College Writing Seminar (for AEL program students)

The College Writing and English Competency requirement may also be satisfied through examination:

- Advanced Placement English Test score of 4 or 5

Students who transfer to American University may also satisfy the requirement in one of the following ways:

- Transferring 6 credit hours of acceptable composition credit from another institution *and* passing the English Competency Examination.
- Transferring 3 credit hours of acceptable composition credit from another institution *and* passing the first course in the college writing sequence with a C or better *or* taking the second course in the college writing sequence *and* the English Competency Examination

Note: When the competency examination is required, students who fail the exam twice must enroll in LIT-180 Writing Workshop and must pass the course with a grade of C or better.

The English Competency Examination is administered by the Writing Center in the Department of Literature. Students who do not pass the examination may have an interview with a test evaluator, who will review the student's test results, explain the deficiencies, and counsel students about additional work on basic skills through courses, tutorials, or independent study. The Writing Center offers tutorial assistance to help students prepare for the examination. A preparation packet for the examination, including a practice exam is available in the Writing Center, Gray Hall 206. For more information contact the Writing Center at (202) 885-3911.

Nonnative and native speakers of English must meet the same requirements, although nonnative speakers are given extra time to complete the English Competency Examination. All students whose first language is not English are required to have their proficiency evaluated by the English Language Institute (ELI) before their first registration, whether or not they transfer English credit from another institution. For more information contact the English Language Institute, McKinley 206, (202) 885-2147.

University Mathematics Requirement

American University requires that all students demonstrate skills in college level mathematics and quantitative reasoning. Students must enroll in an appropriate mathematics course before the completion of 30 credits, that is, in the first or second semester of full-time study, or satisfy the requirement through examination, as specified below.

Students meeting the requirement through course work must receive a C or better in one of the following courses as advised:

- MATH-150 Finite Mathematics *or* MATH-151 Finite Mathematics *or* MATH-155 Finite Mathematics: Elementary Models *or* MATH-157 Finite Mathematics: Business
- An American University mathematics or statistics course at the level of Finite Mathematics or above. This includes, for example:
MATH-170 Precalculus Mathematics
MATH-211 Applied Calculus I
MATH-221 Calculus I
STAT-202 Basic Statistics

Note: The Department of Mathematics and Statistics will recommend placement in mathematics courses. Newly-admitted students may take the Mathematics and Statistics Placement Examination during orientation. **Students whose placement is below Finite Mathematics must take MATH-022 Basic Algebra before enrolling in MATH-15x Finite Mathematics.**

The University Mathematics Requirement may also be satisfied through examination:

- AP Calculus AB or AP Calculus BC score of 3, 4, or 5
- AP Statistics score of 3, 4, or 5
- SAT II Mathematics Level II Achievement test score of 650
- CLEP Calculus exam score of 75%
- British A-level mathematics examination with a passing grade
- International Baccalaureate mathematics examination score of 6 or above

Transfer students and graduates of secondary schools outside the United States may also satisfy the University Mathematics Requirement in one of the following ways:

- Passing an examination given by the Department of Mathematics and Statistics demonstrating competence equivalent to MATH-15x Finite Mathematics, MATH-211 Applied Calculus I or STAT-202 Basic Statistics. Only one of these exams may be taken and that exam may be taken only once, during the student's first semester. Eligible students should contact the Department of Mathematics and Statistics for more information about the Mathematics and Statistics Equivalency Examination.
- Transferring a course titled "Calculus I," or a mathematics course for which "Calculus I" is a prerequisite, with a grade of B or better, from an AG-rated collegiate institution, taken prior to enrolling at American University.

General Education

American University's General Education Program, required of all undergraduates, is designed to provide a challenging and focused liberal arts foundation. The General Education Program, including university requirements in writing and mathematics, constitutes approximately one third of a student's course work at the university. During the first year, students satisfy university requirements by earning a grade of C or better in 6 hours of college writing course work and 3 hours of college mathematics course work or through examination. In addition, students take 30 hours of General Education Requirements drawn from five curricular areas: The Creative Arts, Traditions that Shape the Western World, International and Intercultural Experience, Social Institutions and Behavior, and The Natural Sciences. These requirements are designed to be completed during the first two years of study.

Academic Standards and Regulations

Academic Advising

Academic advising is an essential element of the educational process. American University requires advisor-student conferences at least once a semester, but students have the responsibility for selecting their courses, meeting course prerequisites, and adhering to university policies and procedures. The advisor assists the student in obtaining a well-balanced education and interprets university policies and procedures.

Students should be aware of the university's many advising resources and utilize these resources as needs arise. Students may consult faculty and peer advisors, department chairs, deans, and student support services throughout the university. The university has the responsibility to ensure that advising resources maintain high standards for serving students effectively and efficiently.

The university uses a degree audit system to track each student's academic progress. The individualized degree audit report organizes university, General Education, degree, major and minor requirements into component parts. The report displays completed courses and course requirements to be fulfilled. Prior to an official declaration of major the reports are based on requirements for the student's intended major. These reports are issued in the fall and spring semesters before the start of registration for the next semester. However, students may request a

American University is committed to giving students a strong intellectual foundation, ensuring that they understand the inter-relatedness of a wide range of intellectually and culturally important disciplines, and that they experience the challenge and excitement of study in depth. Consequently, each student takes two sequenced courses in each of the five curricular areas: a foundation course followed by a second-level course that reinforces the objectives and concepts of the first course.

The program is based on the idea that students should develop an appreciation of the forms of creative human expression; awareness of the cultural, philosophical, and historical frameworks of the world's cultures; an understanding of the structures, patterns, principles, and values that affect the organization of societies and the relationship between the individual and society; a basic understanding of the natural sciences; and the ability to apply diverse modes of inquiry and critical reasoning to gather data and solve problems in all areas of knowledge. In short, the General Education Program aims to develop informed, effective minds suited for a complex and changing world.

copy of their degree audit report at any time from their advisor or the Office of the Registrar.

Academic Load

An undergraduate student admitted to and enrolled in a degree program usually registers for 15 credit hours each semester so that the required minimum of 120 credit hours for the bachelor's degree is completed in four years.

In any given semester, a student may carry a minimum of 12 credit hours and be classified and certified (for veteran's benefits, financial aid, etc.) as full-time for that semester. The additional credit hours must be made up through summer enrollment or by an overload (if approved by the dean) in another semester in order to maintain normal annual progress toward the degree, as is often required by the regulations of government agencies. Students are urged to become familiar with such regulations. A total of 19 credit hours is the maximum load permitted without special approval.

An undergraduate student wishing to register for more than 19 credit hours in a semester is required to have the approval of the academic advisor and the appropriate dean. The approval is for the overload, not permission for a specific course. A per-credit-hour tuition fee is assessed, in addition to the full-time tuition fee, for registered credit hours over seventeen.

Class Standing

Undergraduate class standing is defined as follows:

| Credit Hours Completed | Standing |
|------------------------|-----------|
| 0-29 | Freshman |
| 30-59 | Sophomore |
| 60-89 | Junior |
| 90 or above | Senior |

Evaluation of Progress

An evaluation of each undergraduate student's progress is made by the office of the student's dean after each semester. In addition to the cumulative grade point average, this evaluation considers completion of all university requirements and the ratio of courses satisfactorily completed to all courses attempted by the student. Students who are not making satisfactory progress are informed in writing of the result of their evaluation and offered academic advising.

The university has no strict regulations governing the total amount of time an undergraduate student may take to fulfill the requirements for a degree, provided the student maintains the appropriate grade point average and gives evidence of being seriously interested in the eventual achievement of his or her academic objective.

Academic Probation and Dismissal

An undergraduate student who fails to maintain the academic average required by the university and/or fails to make satisfactory progress toward a degree is subject to dismissal. A student who does not fulfill these criteria but who gives evidence of probable substantial improvement may, under certain circumstances and the discretion of the student's dean, be placed on academic probation for a specified period of time in lieu of being dismissed.

An undergraduate student who fails to maintain a 2.00 cumulative grade point average (GPA) during the first semester of full-time study (or the equivalent in part-time study) is subject to academic probation or dismissal. A student whose cumulative GPA after attempting or completing 24 credit hours (excluding courses in which the recorded grade is W) falls below 1.00 will be dismissed. A student whose cumulative GPA is at any time between 1.00 and 2.00 may be dismissed or, at the discretion of the student's dean, placed on academic probation.

A student on probation may be subject to restrictions as to the course load for which he or she may register and is ineligible to hold office in student organizations or to participate in intercollegiate activities. The student may be given permission to participate in intercollegiate athletics at the end of a semester in which the student's cumulative GPA is raised to 2.00, even though the student's probation may extend for an additional semester. With permission of the student's dean, a student may complete the

season of any collegiate sport in which he or she is participating at the time the student's cumulative GPA falls below 2.00.

Probationary and dismissal actions are made by the colleges and school each January, June, and August based on the student's academic performance. Students on academic probation are informed in writing of their status, the period of probation, and any conditions imposed by the student's dean.

A student who is dismissed may not be readmitted to the university or enroll as a nondegree student for a full calendar year after the effective date of the dismissal.

Actions involving academic probation and dismissal are entered on the student's permanent record and may not be removed.

Freshman Forgiveness

A freshman who, during the first two semesters of full-time study, receives a grade of F or X in a course may repeat the course at American University within the calendar year thereafter, or in the next two regular semesters in which the student is enrolled. If the course is not offered within that time, the student may use the option the next time it is offered. No grade is removed from the student's record, but only the grade earned the second time the course is taken is used in calculating the grade point average for purposes of making decisions concerning probation, dismissal, and required average for graduation.

A part-time undergraduate or nondegree student who, during the first 30 credit hours of study, receives a grade of F in a course may repeat the course at American University within one calendar year after the semester in which the grade of F was received, with the resulting cumulative index benefits stated above.

The freshman forgiveness rule does not apply to transfer students even though they may have entered the university with freshman status.

Pass/Fail

Students may take up to 50 percent of their courses on a pass/fail basis. If a student's major department approves, this percentage may be greater. Courses in the student's major must be taken for a letter grade unless special permission is given by the dean or department chair. The grade of P (pass) is not used in calculating the grade point average. (For more information, see the Academic Information and Regulations chapter.)

Graduate Credit

Senior students, with the written permission of their department chairs or deans, may enroll in specifically approved graduate courses not required for their undergraduate programs. Such courses must be designated in writing as graduate-degree credit at the time the student registers for them. A copy of this written agreement must be filed in the Office of the Registrar. Retroactive application of these credits for such purposes is not permitted. Credit for these courses may be applied toward meeting the course requirements for a graduate degree after the student has

18 Undergraduate Study

been awarded an undergraduate degree if the student is then admitted to a graduate degree program.

Study at Another Institution

Study at another institution is usually undertaken during the summer or as part of an overseas program.

An enrolled student who plans to take courses at another college or university for transfer credit to American University must be in good academic standing and must receive prior approval from the student's department chair and dean using the Permit to Study Abroad form or the Permit to Study at Another U.S. Institution form. For study abroad, approval is also required from the director of the World Capitals Program. If the course to be taken is outside the area of the student's major, the chair of the department which would offer credit for such a course must also approve the permit. Approval is granted for specific courses.

The visited institution, if in the United States, must be regionally accredited. Students who have earned 60 or more credits toward their degrees (junior standing) at the time they undertake work at another U.S. institution may have credit transferred only from institutions accredited for granting bachelor's or higher degrees. With departmental approval, transfer credit is applicable toward the requirements of a major.

Transfer credit may be used to fulfill General Education Requirements through the evaluation of equivalent courses taken at another institution and with the approval of the student's dean. Because of the special nature of the program, after the student has been admitted to American University no credit toward General Education Requirements may be earned through transfer credit.

Study Abroad

American University offers numerous study abroad programs through the World Capitals Program. Students may also participate in study abroad programs offered by other institutions that are part of a regionally accredited U.S. college or university, and are recorded on the transcripts of those institutions. For determination of regional accreditation, the publication *Credit Given* is the accepted reference.

After consultation with and approval of the student's dean and the director of the World Capitals Program, application is made directly to the institution for admission to its foreign study program. Transfer credit will be granted on the basis of the transcript from the sponsoring U.S. college or university.

Students may also attend institutions abroad not affiliated with an American college or university. Requests for transfer credit must be made on a Permit to Study Abroad form and must be approved before the student registers at the foreign institution. The institution to be visited must be approved by the student's dean and the director of the World Capitals Program. The student's dean or academic advisor will evaluate the official transcript when the student returns for the value in credit hours of the work completed, and will forward the transcript and evaluation to the Office of the Registrar for transfer of approved

credit. The student's academic advisor and dean also approve the academic areas or specific courses of study.

Leave of Absence

Undergraduate students desiring a leave of absence for reasons other than study at another collegiate institution should request an appointment with their dean. If it seems desirable to guarantee the student an automatic readmission, the dean will issue a permit for leave of absence. This permit will specify a limitation, one year at most, of automatic readmission to the same undergraduate program.

The permit becomes void if the student attends any domestic or foreign collegiate institution during the period of leave. In such instances, the student must obtain a permit to study at another institution before leaving American University.

Resuming Study

Students who cease to attend the university for an entire semester, whether voluntarily or not, may not resume study until they have been readmitted. Readmitted students are subject to all regulations and must meet all requirements in force when studies are resumed unless other arrangements have been agreed to in writing by the student's dean before the beginning of such an absence.

Students who change degree objective, college, or school, or who choose to conform to new regulations or requirements, must be prepared to complete all requirements and abide by all regulations in effect at the time such a change is made.

University Honors and Awards

Dean's List

Each college or school may issue a dean's list of its undergraduate honor students at the end of each semester. The minimum standard for listing is a 3.50 grade point average for the semester, earned in a full-time undergraduate program of not fewer than 15 completed credit hours of which at least 12 hours must be completed for A-F grade credit.

Graduation and University Honors

There are two kinds of undergraduate graduation honors at American University: Latin Honors, based on cumulative grade point average, and University Honors, based on a combination of honors course options and cumulative grade point average.

To be eligible for graduation honors, students must have completed at least 60 credit hours required for their degree in residence at American University and have achieved the requisite grade point average.

Both Latin Honors and University Honors are listed in the commencement program and on the student's diploma and permanent record.

Latin Honors

Undergraduate Latin Honors and the grade point averages required are as follows: *summa cum laude*: 3.90 or higher; *magna cum laude*: 3.70 through 3.89; *cum laude*: 3.50 through 3.69. No more than 15 credit hours taken pass-fail may be included in American University work applied toward Latin Honors. Courses taken pass-fail are not computed in the grade point average.

University Honors Program

The University Honors Program is a comprehensive program of honors options drawn from the General Education curriculum and departmental course offerings to qualified undergraduate students. The program is characterized by small seminars, individualized attention from faculty, unique access to the resources of Washington, D.C., and the special atmosphere of an honors community of committed faculty and students.

Qualified entering freshmen, transfer students, and current students are eligible for admission to the program. Entering freshmen are admitted to the program based upon excellence in their high academic performance. Other students, including transfers, may be admitted to the program at the discretion of the honors director if they have achieved a cumulative grade point average (GPA) of 3.50 (on a 4.00 scale) for the equivalent of at least one academic year (30 credit hours).

Students entering the program as freshmen are required to complete a minimum of 30 credit hours of honors course work with a grade of B or better in each honors course and a cumulative GPA of 3.30 or above. Honors students take 12 to 18 credit hours of foundation-level work from honors sections of English, statistics, General Education, or departmental courses. Six to 12 credit hours of advanced level (300 or above) specialized honors work is drawn from honors sections of major or major-related courses, honors supplements linked to courses in the major or related fields, University Honors seminars, and honors independent

study. All students complete an honors senior capstone project (3 to 6 credit hours).

Students who enter the University Honors Program after the freshman year are not required to complete the full 30 hours of honors course work. Exceptions to the number of required hours are determined by the program director and subtracted from the foundation-level requirements.

Students who fulfill the requirements for the University Honors Program are eligible to graduate with University Honors. University Honors Program students whose honors work includes completion of 12 hours of advanced-level honors work in the major (which may include senior capstone credits) will, with departmental recommendation, graduate with University Honors in the Major.

For more information contact the University Honors Program at (202) 885-6194.

Honorary Societies

Senior students have the opportunity to be elected to the American University chapter of the nation's oldest honorary scholastic society, Phi Beta Kappa. Membership is based on exceptional academic achievement and specific course work requirements in the liberal arts. Election to the American University chapter of Phi Kappa Phi is also available for qualified students.

Many academic disciplines have chapters of national honor societies at American University, including business, chemistry, economics, history, international relations, political science, criminal justice, public affairs and administration, and sociology.

There are also chapters of Golden Key National Honor Society, Mortar Board (honors senior students for leadership, scholarship and service), Omicron Delta Kappa (honors junior, senior and graduate students for scholarship and leadership) and Alpha Lambda Delta (honors freshmen for scholastic achievement).

Fields of Study

Undergraduate Majors

Accountancy (B.S.)
 American Studies (B.A.)
 Anthropology (B.A.)
 Art History (B.A.)
 Audio Technology (B.S.)
 Biochemistry (B.S.)
 Biology (B.S.)
 Business Administration (B.S.B.A.)
 Chemistry (B.S.)
 Communication: Journalism (B.A.)
 Communication: Public Communication (B.A.)
 Communication: Visual Media (B.A.)
 Computer Information Systems (B.S.)
 Computer Science (B.S.)
 Economic Theory (B.A.)
 Economics (B.A.)
 Elementary Education (B.A.)
 Environmental Studies (B.A.)
 Fine Arts (B.F.A.)
 Foreign Language and Communication Media (B.A.)
 French Studies (B.A.)
 German Studies (B.A.)
 Graphic Design (B.A.)
 Health Promotion (B.S.)
 History (B.A.)
 Interdisciplinary Studies (B.A., B.S.)
 Interdisciplinary Studies: Communication, Legal
 Institutions, Economics, and Government (B.A.)
 International Studies (B.A.)
 Jewish Studies (B.A.)
 Justice (B.A.)
 Language and Area Studies:
 French/Europe (B.A.)
 German/Europe (B.A.)
 Russian/Area Studies (B.A.)
 Spanish/Latin America (B.A.)
 Law and Society (B.A.)
 Liberal Studies (B.A.)
 Literature (B.A.)
 Mathematics (B.S.)
 Mathematics, Applied (B.S.)
 Multimedia Design and Development (B.S.)
 Music (B.A.)
 Performing Arts: Music Theatre (B.A.)
 Performing Arts: Theatre (B.A.)
 Philosophy (B.A.)
 Physics (B.S.)
 Political Science (B.A.)
 Psychology (B.A.)
 Russian Studies (B.A.)
 Secondary Education (second major only)
 Sociology (B.A.)
 Spanish Studies (B.A.)
 Statistics (B.S.)

Studio Art (B.A.)
 Women's and Gender Studies (B.A.)

Undergraduate Minors

American Studies
 Anthropology
 Anthropology, Applied
 Art History
 Audio Technology
 Biology
 Business Administration
 Chemistry
 Communication
 Computer Information Systems
 Computer Science
 Dance
 Economics
 Education Studies
 Environmental Science
 French Language
 German Language
 Graphic Design
 Health Promotion
 History
 Interdisciplinary Studies
 International Studies
 Japanese Language
 Jewish Studies
 Justice
 Language and Area Studies:
 French/Europe
 German/Europe
 Japanese/Asia
 Russian/Area Studies
 Spanish/Latin America
 Literature
 Literature: Cinema Studies
 Mathematics
 Music
 Philosophy
 Physics
 Physics, Applied
 Political Science
 Psychology
 Public Administration
 Quantitative Methods
 Religion
 Russian Language
 Russian Studies
 Sociology
 Spanish Language
 Special Education
 Statistics
 Studio Art
 Theatre
 Women's and Gender Studies

General Education Program

- Requirements
- Prerequisites
- Transfer Credit
- Curricular Areas

The General Education Program is designed for all undergraduate students regardless of degree program. Aimed at building a strong intellectual foundation, the 30 hours of General Education Requirements are drawn from five curricular areas. The program is designed to be completed during the first two years of study, allowing students ample time to pursue a major as well as study abroad, internships, and cooperative education.

Curricular Area Course Requirements

Students select courses from those that are designated in the catalog as General Education courses. Students choose two courses, one foundation course and one second-level course in the same cluster (6 credit hours), in each curricular area:

The Creative Arts

Traditions that Shape the Western World

International and Intercultural Experience

Social Institutions and Behavior

The Natural Sciences

Courses at the foundation level introduce students to the fundamental concepts, issues, and achievements in the disciplines. Courses deal explicitly with the appropriate processes and standards for gathering and evaluating information (quantification, experiments, primary sources, authoritative texts) and interpretation (methods of investigation and analytic skills) in a specific disciplinary field. All science foundation courses include laboratory experience. The courses are designed to help students achieve a broad view of how different disciplinary viewpoints and fields of knowledge can contribute to their understanding of themselves and the world around them.

General Education foundation courses differ from traditional survey courses by integrating into the course some of the perspectives and foundation skills essential to a full education. These elements include the following, as appropriate:

- writing experience to enhance basic communication skills and to reinforce what is taught in the College Writing program

- a critical thinking component to enhance the ability to make and analyze judgments based on reasoning and evidence and to evaluate the reliability of sources of information
- recognition of the ethical issues pertinent to the field or discipline
- development of quantitative and computing skills
- development of intuitive, creative, and aesthetic faculties, and the ability to connect these with reasoning skills
- attention to a variety of perspectives, including those perspectives that emerge from the new scholarship on gender, race, and class as well as from non-Western cultural traditions

The second-level courses follow specific foundation courses, forming a coherent curricular sequence and reinforcing the learning objectives of the foundation course. The foundation courses selected from a variety of disciplines assure breadth in the student's program while the second-level courses build on the foundation and encourage study in depth.

Course Selection

Students select two courses, a foundation course followed by a more specialized course in an approved sequence, in each curricular area. Students will *not* be able to satisfy General Education Requirements with more than two courses in any one discipline even though a discipline may have courses included in more than one curricular area. Courses required for College Writing and University Mathematics do not count in the two-course limit.

Prerequisites

A second-level course may not be taken for General Education credit until after the prerequisite foundation course has been satisfactorily completed. Students who have placed at or below Finite Mathematics must satisfy the University Mathematics Requirement before enrolling in a foundation course in The Natural Sciences curricular area. Students who have placed above Finite Mathematics may take the foundation course in the Natu-

ral Sciences curricular area at the same time they take the course work satisfying the University Mathematics Requirement, or even beforehand.

Relation to the Major

The requirements for the major, the area of a student's academic concentration, are listed under individual degree programs in this publication. Many of the courses in the General Education Program also meet requirements of the major. Students interested in a double major need to plan ahead if they expect to fulfill all requirements within 120 credit hours.

Grading Requirements

To receive General Education credit, a student must successfully complete a General Education course with a grade of D or better. Students may elect to take a General Education course on a pass/fail basis. However, if the course is also being taken to fulfill a requirement for the major the grading policies for that program should be consulted.

Advanced Placement Credit

Students presenting a 4 or 5 on the Advanced Placement examination, 75% on the CLEP examination, or grades for which they have received credit from the British A Levels, CEGEP, International Baccalaureate, German Abitur, or other international credential for which they have been granted credit by American University may apply the credit for up to four courses to meet General Education requirements in any of the five curricular areas. Credit for General Education may only be awarded when specific General Education courses, which have been so designated, match particular exam results (with the exception of the CEGEP and German Abitur, which are handled ad hoc) and only for examinations taken prior to entering American University. Specific information regarding application of this principle is contained in the "General Education Advanced Placement Credit Articulation" effective for the academic year of admission. This document is maintained by the General Education office and is available in all advising units.

Transfer Students

Transfer students satisfy their General Education Requirements through a combination of appropriate transfer courses and completion of courses in the General Education Program at American University. Through the evaluation of equivalent courses taken at another institution and with the approval of a student's dean, transfer credit may fulfill all 30 credit hours. In some cases, students supplement transfer credit with General Education courses taken at the university to meet the 30-hour requirement. The need to satisfy sequences is waived when 6 hours in a curricular area are accepted for transfer credit.

Associate in Arts Degree

In the fields in which the university offers an associate degree, this degree requires the completion of at least 60 credit hours. Twenty-four hours of courses must be in the General Education Program, to include one foundation course in each of the five curricular areas and one second-level course in each of three of the five curricular areas.

Study Abroad

Students who choose to participate in Study Abroad in Rome, Brussels, Madrid, Vienna, Buenos Aires, London, or Santiago may substitute that experience for a second-level course in the designated sequence and receive 3 credits toward the General Education Requirements. No other Study Abroad programs have been approved for General Education credit.

Study at Another Institution

Transfer credit may be used to fulfill General Education Requirements through the evaluation of equivalent courses taken at another institution and with the approval of the student's dean. Because of the special nature of the program, after the student has been admitted to a degree program at American University no credit toward General Education Requirements may be earned through transfer credit.

Curricular Area 1: The Creative Arts

This dimension of the curriculum is designed to develop an informed understanding of literary and artistic creativity and of the distinct aesthetic languages of the visual arts, literature, music, theatre, and dance. Students gain this understanding through the study of historical and contemporary examples of the arts and letters, or through the disciplined practice of a creative art form.

Course Goals

- study classic works of the human imagination
- critically analyze creative works from the viewpoints of form, style, and meaning
- understand how and by whom aesthetic value judgments have been made historically
- examine the nature of imaginative and intuitive thinking
- consider the relationship between problem solving and creativity
- develop aesthetic sensibility, discernment, and informed judgments
- explore the interaction of art and society
- develop creative and expressive abilities in order to understand the qualities that shape an artist's work

Foundation Courses—Students select one 100-level course in the curricular area.

Second-level Courses—Students select one of the 200-level courses in the cluster of courses listed below the foundation course.

ARTS-100G Art: The Studio Experience

ARTH-210G Modern Art: 19th and 20th Centuries
 ARTS-205G Drawing: Responding to Vision
 ARTS-210G Painting: Color, Form, Expression
 ARTS-215G Sculpture: Form and Expression in 3-D
 ARTS-220G Design: Color Theory and Practice
 ARTS-225G Design: Form, Space, Vision
 CSIS-200G Creativity and Computers
 PHIL-230G Meaning and Purpose in the Arts

ARTH-105G Art: The Historical Experience

ARTH-210G Modern Art: 19th and 20th Centuries
 ARTH-215G Architecture: Washington and the World
 ARTS-210G Painting: Color, Form, Expression
 ARTS-215G Sculpture: Form and Expression in 3-D
 LIT-270G Transformations of Shakespeare
 PERF-210G The Great Composers: Lives and Music

COMM-105G Visual Literacy

ARTH-210G Modern Art: 19th and 20th Centuries
 ARTH-215G Architecture: Washington and the World
 ARTS-205G Drawing: Responding to Vision
 ARTS-220G Design: Color Theory and Practice
 PERF-220G Reflections of American Society on Stage and Screen
 PERF-225G The African American Experience in the Performing Arts

LIT-105G The Literary Imagination

ANTH-225G Language and Human Experience
 CSIS-200G Creativity and Computers
 LIT-225G The African Writer
 LIT-245G The Experience of Poetry
 PHIL-230G Meaning and Purpose in the Arts

LIT-120G Interpreting Literature

ANTH-225G Language and Human Experience
 LIT-215G Writers in Print/in Person
 LIT-225G The African Writer
 LIT-245G The Experience of Poetry
 LIT-270G Transformations of Shakespeare
 PERF-215G Opera on Stage and Film

LIT-130G Critical Approach to the Cinema

CSIS-200G Creativity and Computers
 PERF-215G Opera on Stage and Film
 PERF-220G Reflections of American Society on Stage and Screen
 PERF-225G The African American Experience in the Performing Arts
 PHIL-230G Meaning and Purpose in the Arts

PERF-110G Understanding Music

ARTH-210G Modern Art: 19th and 20th Centuries
 CSIS-200G Creativity and Computers
 PERF-205G Masterpieces of Music
 PERF-210G The Great Composers: Lives and Music
 PERF-215G Opera on Stage and Film
 PERF-225G The African American Experience in the Performing Arts
 PHIL-230G Meaning and Purpose in the Arts

PERF-115G Theatre: Principles, Plays and Performance

ANTH-225G Language and Human Experience
 ARTS-225G Design: Form, Space, Vision
 LIT-215G Writers in Print/in Person
 LIT-270G Transformations of Shakespeare
 PERF-200G Dance and Society

Curricular Area 2: Traditions that Shape the Western World

This curricular area aims to enrich students' knowledge and appreciation of Western civilization. Courses explore the people, forces, events, and institutions that have shaped history, and the various philosophical, religious, and ethical questions that provide the foundation for moral choice. Students become aware of the accomplishments and limitations of particular cultures, of how our lives today reflect the past from which we evolved, and of how ideas about the past shape perceptions of the present and plans for the future.

Course Goals

- understand the historical and philosophical traditions that shape the Western world
- recognize that Western intellectual traditions are defined by diversity as much as by commonality, by both resistance to and enrichment by influences from the rest of the world, and that challenge to authority has been a distinctive characteristic of these traditions
- read and discuss fundamental texts from these traditions
- examine and assess evidence, draw conclusions, and evaluate the meaning of these conclusions
- examine historical and philosophical issues critically and comparatively
- consider the contributions of ethical and religious systems to human life
- discuss the complex interplay between the rich varieties of tradition and the necessity of change

Foundation Courses—Students select one 100-level course in the curricular area.

Second-level Courses—Students select one of the 200-level courses in the cluster of courses listed below the foundation course.

ARTH-100G European Art: From Cave to Cathedral

ARTH-205G Art of the Renaissance
 HIST-200G Italian Civilization (Study Abroad)
 JWST-205G Ancient and Medieval Jewish Civilization
 LFS-230G The Modernist Explosion: Culture and Ideology in Europe
 PHYS-230G Changing Views of the Universe
 RELG-220G Religious Thought

LIT-115G Remarkable Literary Journeys

AMST-205G American Dreams/American Lives
 HIST-200G Italian Civilization (Study Abroad)
 JLS-220G Cities and Crime
 JWST-205G Ancient and Medieval Jewish Civilization
 LIT-235G African American Literature
 LIT-240G Asian American Literature
 LIT-265G Literature and Society in Victorian England

HIST-100G Historians and the Living Past

ANTH-235G Early America: The Buried Past
 COMM-270G How the News Media Shape History
 HIST-235G The West in Crisis, 1900–1945
 PHYS-230G Changing Views of the Universe
 PSYC-230G Theories of Personality
 SOCY-215G The Rise of Critical Social Thought

HIST-110G Renaissance and Revolutions: Europe, 1400–1815

ANTH-235G Early America: The Buried Past
 ARTH-205G Art of the Renaissance
 HIST-205G American Encounters: 1492–1865
 HIST-235G The West in Crisis, 1900–1945
 LFS-230G The Modernist Explosion: Culture and Ideology in Europe
 LIT-265G Literature and Society in Victorian England
 PHIL-210G European Philosophy and the American Experiment

HIST-115G Work and Community

AMST-205G American Dreams/American Lives
 HIST-215G Social Forces that Shaped America
 JLS-220G Cities and Crime
 JWST-210G Voices of Modern Jewish Literature
 LIT-235G African American Literature
 LIT-240G Asian American Literature

GOVT-105G Individual Freedom vs. Authority

COMM-270G How the News Media Shape History
 HIST-205G American Encounters: 1492–1865
 HIST-235G The West in Crisis, 1900–1945
 JLS-225G American Legal Culture
 LFS-230G The Modernist Explosion: Culture and Ideology in Europe
 PHIL-210G European Philosophy and the American Experiment
 PSYC-230G Theories of Personality

PHIL-105G Western Philosophy

AMST-230G Tribal Traditions
 HIST-200G Italian Civilization (Study Abroad)
 JLS-225G American Legal Culture
 JWST-205G Ancient and Medieval Jewish Civilization
 PHIL-210G European Philosophy and the American Experiment
 PHIL-220G Moral Philosophy
 PHYS-230G Changing Views of the Universe
 SOCY-215G The Rise of Critical Social Thought

RELG-105G The Religious Heritage of the West

AMST-230G Tribal Traditions
 ARTH-205G Art of the Renaissance
 HIST-200G Italian Civilization (Study Abroad)
 JWST-210G Voices of Modern Jewish Literature
 RELG-220G Religious Thought

JLS-110G Western Legal Tradition

HIST-205G American Encounters: 1492–1865
 JLS-220G Cities and Crime
 JLS-225G American Legal Culture
 JWST-205G Ancient and Medieval Jewish Civilization
 PHIL-220G Moral Philosophy
 SOCY-215G The Rise of Critical Social Thought

WGST-150G Women's Voices through Time

AMST-205G American Dreams/American Lives
 HIST-215G Social Forces that Shaped America
 JWST-210G Voices of Modern Jewish Literature
 LIT-235G African American Literature
 LIT-240G Asian American Literature
 LIT-265G Literature and Society in Victorian England
 SOCY-215G The Rise of Critical Social Thought

Curricular Area 3: International and Intercultural Experience

This dimension of the curriculum is designed to create an informed understanding of our interdependent world and to foster greater intercultural awareness and communication. Courses in this area seek to develop an understanding of non-Western cultures and traditions. They also address both timeless and newly emergent issues of international relations and introduce students to cultural diversity and its effects on the interaction of peoples and states.

Course Goals

- understand those habits of thought and feeling that distinguish cultures from one another
- explore comparative and cross-cultural perspectives
- develop analytical skills appropriate to the study of international and intercultural relations
- understand concepts, patterns, and trends that characterize international and intercultural relations
- analyze systematically major issues such as war and peace, global order, distributive justice, and the finite character of the earth's resources

Foundation Courses—Students select one 100-level course in the curricular area.

Second-level Courses—Students select one of the 200-level courses in the cluster of courses listed below the foundation course.

ANTH-110G Culture: The Human Mirror

ANTH-215G Sex, Gender, and Culture
 ANTH-230G India: Its Living Traditions
 LFS-210G Latin America: History, Art, Literature
 RELG-210G Asian and African Religious Traditions
 SIS-210G Human Geography: Peoples, Places, and Cultures
 SIS-220G Confronting Our Differences/Discovering Our Similarities: Conflict Resolution
 SIS-245G The World of Islam
 SOCY-285G Education for International Development

ECON-110G The Global Majority

SIS-210G Human Geography: Peoples, Places, and Cultures
 SIS-220G Confronting Our Differences/Discovering Our Similarities: Conflict Resolution
 SIS-250G Civilizations of Africa

SOCY-230G Conflict and Change in Latin America
 SOCY-235G Women in the Third World
 SOCY-285G Education for International Development

LIT-150G Third World Literature

ANTH-215G Sex, Gender, and Culture
 HIST-250G Civilization and Modernization: Asia
 LFS-210G Latin America: History, Art, Literature
 SIS-250G Civilizations of Africa
 SOCY-235G Women in the Third World

HIST-120G Imperialism and Revolution

ANTH-210G Roots of Racism and Interracial Harmony
 GOVT-235G Dynamics of Political Change
 HIST-225G Russia: Past and Present
 HIST-250G Civilization and Modernization: Asia
 HIST-260G To Arms: People and Nations at War
 SIS-250G Civilizations of Africa

SIS-105G World Politics

COMM-280G Contemporary Media in a Global Society
 GOVT-434G British Politics (Study Abroad)
 HIST-225G Russia: Past and Present
 HIST-260G To Arms: People and Nations at War
 IBUS-200G The Global Marketplace
 LFS-200G Russia and the United States
 LFS-210G Latin America: History, Art, Literature
 SIS-215G Competition in an Interdependent World
 SIS-372G Brussels Seminar (Study Abroad)
 SIS-375G Berlin Seminar (Study Abroad)
 SOCY-225G Contemporary Arab World

SIS-110G Beyond Sovereignty

ANTH-220G Living in Multicultural Societies
 GOVT-235G Dynamics of Political Change
 IBUS-200G The Global Marketplace
 SIS-215G Competition in an Interdependent World
 SIS-220G Confronting Our Differences/Discovering Our Similarities: Conflict Resolution
 SIS-372G Brussels Seminar (Study Abroad)
 SIS-373G Madrid Seminar (Study Abroad)
 SIS-375G Berlin Seminar (Study Abroad)
 SOCY-285G Education for International Development

SIS-140G Cross-Cultural Communication

- ANTH-210G Roots of Racism and Interracial Harmony
- ANTH-220G Living in Multicultural Societies
- IBUS-200G The Global Marketplace
- LFS-210G Latin America: History, Art, Literature
- SIS-220G Confronting Our Differences/Discovering Our Similarities: Conflict Resolution
- SIS-255G China, Japan and the United States
- SIS-372G Brussels Seminar (Study Abroad)
- SIS-374G Buenos Aires Semester: Argentina's Social and Political Evolution (Study Abroad)
- SIS-378G Buenos Aires Semester: Contemporary Latin American History (Study Abroad)

GOVT-130G Comparative Politics

- COMM-280G Contemporary Media in a Global Society
- GOVT-235G Dynamics of Political Change
- GOVT-434G British Politics (Study Abroad)
- LFS-200G Russia and the United States
- SIS-215G Competition in an Interdependent World
- SIS-255G China, Japan and the United States
- SIS-372G Brussels Seminar (Study Abroad)
- SIS-373G Madrid Seminar (Study Abroad)
- SIS-374G Buenos Aires Semester: Argentina's Social and Political Evolution (Study Abroad)
- SIS-375G Berlin Seminar (Study Abroad)
- SIS-378G Buenos Aires Semester: Contemporary Latin American History (Study Abroad)
- SOCY-230G Conflict and Change in Latin America

RELG-185G Forms of the Sacred: Religions of the East

- ANTH-230G India: Its Living Traditions
- HIST-250G Civilization and Modernization: Asia
- RELG-210G Asian and African Religious Traditions
- SIS-245G The World of Islam
- SIS-255G China, Japan and the United States
- SOCY-225G Contemporary Arab World

SOCY-110G Views from the Third World

- ANTH-230G India: Its Living Traditions
- SIS-220G Confronting Our Differences/Discovering Our Similarities: Conflict Resolution
- SIS-250G Civilizations of Africa
- SIS-311G Santiago Seminar (Study Abroad)
- SIS-374G Buenos Aires Semester: Argentina's Social and Political Evolution (Study Abroad)
- SIS-378G Buenos Aires Semester: Contemporary Latin American History (Study Abroad)
- SOCY-225G Contemporary Arab World
- SOCY-230G Conflict and Change in Latin America
- SOCY-235G Women in the Third World
- SOCY-285G Education for International Development

Curricular Area 4: Social Institutions and Behavior

This dimension of the curriculum is designed to broaden understanding of the structures and principles that underlie and sustain political, social, and economic institutions. In addition, students examine the role of the individual in society through sustained analysis of major modes of organization and important theories and models.

Course Goals

- understand and critically analyze concepts, patterns, and issues that affect the organization of societies and the relationship between the individual and the society
- study institutions, systems, and patterns of governance and of economic and social organization that underlie contemporary societies
- critically analyze classic theories of human organization
- discuss the values and ethical issues that underlie social, political, and economic organizations
- examine the formulation of policies and the consequences of different policy options

- analyze distinctive methods of inquiry appropriate to the study of societal institutions and patterns, using quantitative as well as qualitative techniques

Foundation Courses—Students select one 100-level course in the curricular area.

Second-level Courses—Students select one of the 200-level courses in the cluster of courses listed below the foundation course.

ANTH-150G Anthropology of American Life

- AMST-240G Poverty and Culture
- HIST-210G Ethnicity in America
- SOCY-205G The Family
- WGST-225G Gender, Politics, and Power

ECON-100G Macroeconomics

- AMST-240G Poverty and Culture
- ECON-200G Microeconomics
- FIN-200G Personal Finance and Financial Institutions
- GOVT-210G Political Power and American Public Policy
- SOCY-210G Inequality: Class, Race, Ethnicity
- SOCY-220G Work and Leisure in America

GOVT-110G Politics in the United States

COMM-205G Understanding Mass Media
 COMM-275G Dissident Media: Voices from the Underground
 GOVT-210G Political Power and American Public Policy
 GOVT-215G Civil Rights and Liberties
 HIST-220G Women in America
 PHIL-225G Ethical Issues in Government, Business and Media
 SOCY-210G Inequality: Class, Race, Ethnicity
 WGST-225G Gender, Politics, and Power

PSYC-105G Psychology: Understanding Human Behavior

COMM-205G Understanding Mass Media
 JLS-200G Deprivation of Liberty
 JLS-215G Violence and Institutions
 PSYC-205G Social Psychology
 PSYC-215G Abnormal Psychology and Society
 SOCY-205G The Family

SOCY-100G American Society

COMM-205G Understanding Mass Media
 COMM-275G Dissident Media: Voices from the Underground
 EDU-200G Schools and Society
 HFIT-245G Gender, Culture and Health
 HIST-210G Ethnicity in America
 SOCY-210G Inequality: Class, Race, Ethnicity
 SOCY-220G Work and Leisure in America

SOCY-150G Global Sociology

AMST-240G Poverty and Culture
 PHIL-225G Ethical Issues in Government, Business and Media
 PSYC-205G Social Psychology
 SOCY-210G Inequality: Class, Race, Ethnicity
 SOCY-220G Work and Leisure in America
 WGST-225G Gender, Politics, and Power

JLS-100G Justice in America

COMM-275G Dissident Media: Voices from the Underground
 GOVT-215G Civil Rights and Liberties
 HIST-220G Women in America
 JLS-200G Deprivation of Liberty
 JLS-215G Violence and Institutions
 PSYC-215G Abnormal Psychology and Society
 WGST-225G Gender, Politics, and Power

WGST-125G Gender in Society

COMM-275G Dissident Media: Voices from the Underground
 HFIT-245G Gender, Culture and Health
 HIST-210G Ethnicity in America
 HIST-220G Women in America
 SOCY-205G The Family
 SOCY-210G Inequality: Class, Race, Ethnicity
 WGST-225G Gender, Politics, and Power

Curricular Area 5: The Natural Sciences

This curricular area provides students with a basic understanding of the natural sciences and an informed understanding of the nature of scientific reasoning, discovery, and invention through a systematic exploration of the basic concepts and practices of biology, chemistry, physics, and experimental psychology.

Course Goals

- understand the makeup and workings of the natural world and the beings living in it
- understand how science works through explicit examination of the historical development and current status of scientific methods, concepts, and principles
- understand how the sciences use successive experimentation to replicate, control variables, explain error, and build explanatory models
- experience scientific experimentation through laboratory exercises
- practice problem solving using quantification, statistical analysis, and computer data manipulation
- analyze and evaluate the contributions of important scientists
- develop a respect for the finite resources of our planet, responsible use of technology and nuclear power, the limits of humane research, and the fragile wonders of the natural world

Foundation Courses—Students select one 100-level course in the curricular area including a laboratory experience.

Second-level Courses—Students select one of the 200-level courses in the cluster of courses listed below the foundation course.

BIO-100G Great Experiments in Biology

ANTH-250G Human Origins
 BIO-200G Structure and Function of the Human Body
 BIO-220G The Case for Evolution
 BIO-240G Oceanography
 BIO-250G Living in the Environment
 CHEM-200G Human Biochemistry and Health
 CHEM-220G Environmental Resources and Energy
 HFIT-205G Current Concepts in Nutrition
 PSYC-240G Drugs and Behavior

BIO-110G General Biology I

ANTH-250G Human Origins
 BIO-200G Structure and Function of the Human Body
 BIO-210G General Biology II
 BIO-220G The Case for Evolution
 BIO-240G Oceanography
 BIO-250G Living in the Environment

28 General Education Program

CHEM-200G Human Biochemistry and Health
CHEM-220G Environmental Resources and Energy
HFIT-205G Current Concepts in Nutrition
PSYC-220G The Senses

CHEM-100G The Molecular World

BIO-240G Oceanography
BIO-250G Living in the Environment
CHEM-200G Human Biochemistry and Health
CHEM-220G Environmental Resources and Energy
CHEM-230G Earth Sciences
HFIT-205G Current Concepts in Nutrition
PHYS-220G Astronomy
PSYC-240G Drugs and Behavior

CHEM-110G General Chemistry I

BIO-240G Oceanography
BIO-250G Living in the Environment
CHEM-200G Human Biochemistry and Health
CHEM-210G General Chemistry II
CHEM-220G Environmental Resources and Energy
CHEM-230G Earth Sciences
PHYS-220G Astronomy

PHYS-100G Physics for the Modern World

BIO-240G Oceanography
CHEM-220G Environmental Resources and Energy
CHEM-230G Earth Sciences
PHYS-200G Physics for a New Millennium
PHYS-220G Astronomy
PSYC-220G The Senses

PHYS-105G College Physics I

BIO-240G Oceanography
CHEM-220G Environmental Resources and Energy
CHEM-230G Earth Sciences
PHYS-205G College Physics II
PHYS-220G Astronomy
PSYC-220G The Senses

PHYS-110G University Physics I

BIO-240G Oceanography
CHEM-230G Earth Sciences
PHYS-210G University Physics II
PHYS-220G Astronomy
PSYC-220G The Senses

PSYC-115G Psychology as a Natural Science

BIO-220G The Case for Evolution
CHEM-200G Human Biochemistry and Health
PHYS-220G Astronomy
PSYC-200G Behavior Principles
PSYC-220G The Senses
PSYC-240G Drugs and Behavior

Graduate Study

- Admission Requirements
- University Degree Requirements
- Academic Standards and Regulations
- Fields of Study

Admission Requirements

The minimum university admission requirements for graduate study are outlined below. Please refer to the appropriate college, school, and department program requirements for additional requirements.

- A bachelor's degree earned at an accredited college or university.
- At least a 3.00 cumulative grade point average (on a 4.00 scale) in the undergraduate program, calculated on the last 60 credit hours of course work completed.
- A cumulative grade point average of at least 3.00 (on a 4.00 scale) in all relevant graduate work for which a grade has been awarded.

An applicant for graduate study may be admitted without reference to the undergraduate average if the applicant has maintained either a 3.30 (on a 4.00 scale) cumulative grade point average in a master's degree program completed at an accredited institution, or a 3.50 (on a 4.00 scale) cumulative grade point average in the last 12 credit hours of a master's or doctoral degree program still in progress at such an institution at the time the application is evaluated, or in graduate work taken in nondegree status at American University and applicable to the degree program which is being applied for.

An applicant for graduate study may be admitted without a bachelor's degree earned at an accredited college or university or without reference to the undergraduate average provided that he or she is a midcareer person from government or the private sector who has not attended school full-time for at least eight years and is applying for admission to a professional master's degree program. This exception must be justified by an evaluation of the applicant's work performance and his or her organization's recommendation.

As graduate programs are highly individualized, applicants are encouraged to schedule an appointment with the academic advisor in the appropriate teaching unit.

Application for Admission

The following are standard deadlines for graduate applications and all supporting documents. Individual schools or departments may set different deadlines.

| | |
|---------------|-------------|
| Fall | February 1* |
| Spring | October 1 |
| Summer | March 1 |

* Recommended submission date for merit award consideration for fall admission. Applications will receive consideration up to June 1 unless otherwise stipulated. International applicants must apply by February 1.

Application for graduate study is made directly to the school or academic unit of interest and is self-managed. Applicants assemble all of the admission components (application, recommendations in sealed envelopes, and official academic transcripts in sealed envelopes) and mail them to the appropriate school or department. *Attendance at all institutions must be reported whether or not credit was earned.* Failure to report all previous academic work (undergraduate and graduate) will be considered sufficient cause for rejection of an application or for dismissal from the university.

Graduate applicants are also responsible for ensuring that any required test scores be sent directly from the testing service to the university.

The applicant is required to submit the application and forms, with a nonrefundable application fee of \$50. Applicants should contact the appropriate school or department for more information and to request an application.

Provisional Standing

Each college, school, or department of the university may admit to provisional standing a limited number of students who do not meet the minimum standards of either the university or the teaching unit. By the end of one full semester of full-time study or after the first 9 to 12 credit hours of part-time study, the student will be evaluated by the college, school, or department. Continuation in the graduate program will be permitted on favorable appraisal of the student's performance.

The provisional admission status of a graduate student who does not give satisfactory evidence of capability will be withdrawn. This constitutes dismissal of the student.

Transfer of Credit

The university is liberal in accepting credit earned in the past. Nonetheless, a student who has not been engaged in formal study for a number of years or whose study has been intermittent, at American University or elsewhere, must understand that full credit will not necessarily be granted for past work simply because it is a matter of record.

The evaluation of graduate work completed elsewhere by an entering graduate student, in terms of its applicability to the program at American University, will be made by the office of the dean or department chair concerned no later than the completion of 12 credit hours of course work at American University.

Up to 6 credit hours earned at another institution may be applied to a master's degree. Up to 36 credit hours earned at another institution may be applied to a doctoral degree, including 30 credit hours for a master's degree earned at another institution and 6 credit hours beyond the master's degree.

For transfer credit, individual courses (that is, courses not part of a completed master's program) must have been completed with grades of B or better and must have been completed within seven years of the beginning of the semester for which the student is admitted to degree status at American University. In no case may graduate credit be given for course work designated as undergraduate by the offering institution.

See also Credit Hour and Residence Requirements, below, or consult the individual department for further details.

Transfer of Credit from One American University Advanced Degree to Another

A student may transfer 6 credit hours from one master's degree earned at American University to another master's degree to be completed at American University (see the dual master's degrees option, below, for two master's degrees earned simultaneously). A student pursuing a second doctoral degree at American University may transfer a total of 36 credit hours from one doctoral degree to another. However, the student must complete an additional 36 credit hours of graduate work in residence in that new doctoral degree program.

In all cases students are required to meet the residency requirements established by the university and any further residency requirements which may be stipulated for each program by the individual departments.

Dual Master's Degrees Option

In the case of simultaneous *approved* registration in two master's degree programs, additional courses may be counted toward both degrees. The student must meet the admission criteria for each of the degrees and must be admitted separately to each degree program. The student must be admitted to the second program before completing the first. Admission to one degree program does not guarantee automatic admission to a second; each admission decision is separate and conducted according to established procedures for the particular degree.

All the course and other requirements for each degree program must be met, including the thesis or non-thesis research option for each degree. Students must complete at least 48 credit hours in residence at American University with at least 24 credits unique to each degree. Individual departmental requirements may demand more than 24 credit hours for either or both degrees. Courses used to satisfy requirements for an undergraduate degree may not also be used to satisfy requirements for dual master's degrees.

The details of a student's dual master's degrees program must be approved by the department chair/degree program director and the dean or designee for each of the two degrees. Candidates for dual master's degrees must submit a formal petition to the directors of each master's program before the conferral date of the first degree. Students apply for and receive each degree upon completion of all the requirements for that degree. The degrees may or may not be completed simultaneously.

Admission from Nondegree Status

Students wishing to transfer from nondegree status at American University to graduate degree status must submit a formal application for admission. If a student is accepted into a graduate degree program, up to 12 credit hours of graduate-level course work completed in nondegree status may be applied to a graduate degree program, or up to 21 credit hours earned in a completed graduate certificate program.

Readmission

After expiration of the time limit for completion of a graduate degree program, readmission may be granted once for a period of three years (less any time given in previous extensions of candidacy), subject to the requirements of the particular degree in effect at the time of readmission, and may involve taking additional courses or other work or both. When a student is readmitted under these circumstances, the length of time that the student will be given to complete degree requirements and any additional courses, examinations, or other requirements which are deemed necessary by the teaching unit will be specified. Students applying for graduate readmission must pay a fee of \$50.

See also Statute of Limitations under Academic Standards and Regulations, below.

University Degree Requirements

It is university policy that no student shall be involuntarily subjected to regulations and academic requirements introduced during the student's continuous enrollment in good standing in a single degree program if the new regulations involve undue hardships or loss of academic credits earned to satisfy the requirements previously in effect.

Graduate students are governed by the following minimum requirements for the graduate degree. Each teaching unit may have further requirements. Graduate students are advised to consult their own advisor, department chair, or dean for detailed information.

Advancement to Candidacy

Each academic unit may at its discretion require a formal advancement to candidacy and determine the nature of the advancement procedure it will use.

Credit Hour and Residence Requirements

Prerequisite Undergraduate Credit

Credit earned in undergraduate courses taken as required prerequisites for other courses by graduate students may not be counted toward satisfying the total credit requirement for a graduate degree, and grades earned in such courses are not used in calculating the student's grade point average.

Master's Degrees

At least 30 credit hours of graduate work including (a) no less than 3 and no more than 6 credit hours of research resulting in a thesis (thesis option) or (b) 6 credit hours of graduate work with grades of B or better involving a case study, an in-service project, an original creative work, specified research courses, or such other effort as the academic unit may designate (nonthesis option).

At least 24 of these hours, including the thesis or nonthesis option, must be completed in residence at American University. Up to 12 credit hours taken in nondegree status at American University may be counted toward the degree, or up to 21 credit hours if earned in a completed graduate certificate program.

Graduate students may count a maximum of 6 credit hours of internship and cooperative education field experience toward their degree requirements. The field experience credit hours that may be counted toward the requirements for a degree program may be fewer, as determined by the academic department, but may not exceed the maximum of 6 credit hours.

Doctoral Degrees

For students admitted to graduate work at American University without a previously earned master's degree, the requirement is 72 credit hours of graduate study including no fewer than 6 and no more than 24 hours of directed study on the dissertation. At least 42 of these hours, including the research requirement, must be completed in residence at American University. Up to 12 credit hours taken in nondegree status at American University may be counted toward the

degree, or up to 21 hours if earned in a completed certificate program. Course credit earned toward a master's degree at American University may, if relevant, be counted toward the Ph.D. degree.

For students admitted with a master's degree earned previously, the requirement is at least 42 credit hours of additional graduate work, of which 36 hours, including the research requirement, must be completed in residence at American University.

Graduate students may count a maximum of 6 credit hours of internship and cooperative education field experience toward their degree requirements. The field experience credit hours that may be counted toward the requirements for a degree program may be fewer, as determined by the academic department, but may not exceed the maximum of 6 credit hours.

All But Dissertation Master's

Students who enter a doctoral program without a master's degree may be awarded the appropriate master's degree by American University in the field in which their doctoral work is being done when they have completed all requirements for the doctorate except the dissertation.

Graduate-Undergraduate Courses

Graduate students may take graduate-level courses that meet with undergraduate-level courses. However, no more than 50 percent of course work taken in residence (not counting thesis or dissertation seminars without regular meetings) may be taken in joint graduate-undergraduate courses.

Examinations

Master's Degrees

At least one comprehensive examination, the nature and scope of which are determined by the academic unit, is required.

An oral examination on the thesis may be required by the academic unit.

Doctoral Degrees

At least four comprehensive examinations are required, at least one of which must be oral. At least two of the comprehensive examinations must be written and must be taken within one year following the completion of the residence requirement. A qualifying examination and master's comprehensive examination, if taken at American University, may, at the discretion of the academic unit, be credited toward the comprehensive requirements for a doctoral degree. Comprehensive examinations given by other institutions will not be credited toward the satisfaction of degree requirements.

An oral examination on the dissertation is also required.

Examination Timetable

For both master's and doctoral degree students, the dean or department chair (or designated representative) determines the time and eligibility for taking the comprehensive, tool, and (where required) oral examinations.

Application to take comprehensive examinations is made to the academic unit on a standard form available from that office. After approval is obtained, the student pays the appropriate fee to Student Accounts. In most cases, students should plan to apply during the first week of classes of the semester in which they plan to take the examinations.

Examination Fields

Each college, school, or department offers its current list of standard comprehensive examination fields, including certain "core" fields and areas in which candidates in particular degree programs must present themselves for examination. In some disciplines it may be possible to choose an available field outside the major area of study.

Examination Grading

Usually each comprehensive written examination is read by two readers and is rated "distinction," "satisfactory," or "unsatisfactory" by each. In order to pass the examination, the candidate must obtain at least "satisfactory" from both readers in each of the examination fields. In the event of a disagreement in the ratings between readers as to whether or not the candidate should pass, a third reader is appointed to break the deadlock. Each dean or department chair may, however, elect to determine a different system of grading comprehensive examinations. Students should consult the specific college, school, or department to ascertain what system is used.

Re-examination

Comprehensive Examination: A student who fails a comprehensive examination (other than a qualifying examination) may be permitted additional attempts within two years. The nature and extent of the examination to be retaken and the number of retakes allowed will be determined by the academic unit. Teaching units may establish their own rules for retaking qualifying examinations.

Thesis and Dissertation Oral Examinations: In the event of failure to complete the oral examination satisfactorily, the academic unit may, at its discretion, permit one retake.

Grade Point Average

Students enrolled in a graduate program must maintain a cumulative grade point average of at least 3.00 (on a 4.00 scale) in order to remain in good standing and to graduate. The calculation of the graduate cumulative grade point average is specific to the program in which a student is enrolled. Only graduate-level American University courses that are accepted by the degree-conferring teaching unit as fulfilling degree requirements are included in the cumulative grade point average.

Minimum Grades

No degree credit is earned by a graduate student for any grade lower than C (2.00 on a 4.00 scale) received in a graduate-level course. However, grades lower than C are used in calculating the grade point average.

Theses and Dissertations

Thesis and Nonthesis Options

For master's candidates, the thesis is expected to demonstrate the student's capacity to do original, independent research. Some colleges, schools, and departments offer the opportunity to substitute a case study, an in-service project, an original creative work, or specific advanced research courses in lieu of a thesis. In each such case, the thesis seminar or other accepted alternative must be considered part of the residence requirement for the master's degree and must meet the standards of the individual college, school, and department as well as those of the university.

No academic credit is given for the master's thesis unless the student registers for the thesis seminar. However, a student should not enroll for this seminar until ready to start work on the formal thesis proposal or the thesis itself. Traditionally, an advisory committee is appointed for each candidate working on a thesis. The committee may be composed of no fewer than two members, at least one of whom must be a member of the full-time faculty. An oral examination by this committee is often required. Suggestions for revision may be made as conditions that must be met before members will sign the title page of the thesis. If the chair of the thesis committee or the department chair certifies failure to complete a satisfactory thesis, the student may be dismissed from the university.

A student who writes a thesis must adhere to the required form and content for the proposal and to the other procedures described in detail in the published guides that may be obtained from the office of the dean of the college or school.

Students electing the nonthesis option should consult the individual program descriptions in this publication and obtain specific departmental requirements from their teaching units. The university minimum requirement is two research-oriented courses. These courses must be completed with grades of B or better.

Dissertation

Capping the requirements for the doctorate is the dissertation, together with the required oral examination of the dissertation by the student's teaching unit. Normally, the candidate must have completed all other academic requirements for the degree before the oral examination can be held.

A candidate who is declared ready to proceed to the dissertation must submit a dissertation topic proposal reporting the results of preliminary research. This proposal should contain, among other things, a concise statement of the major problem of research and of related supporting problems, the data to be used, a selected bibliography, a statement of the probable value or importance of the study, a brief description of the methods to be used, and a preliminary outline of the dissertation in some detail.

After approval of the proposal by the candidate's advisor, it is presented to the dean of the college or school for final approval. Acceptance of the proposal indicates that the topic is a suitable one and that the dissertation will be accepted if developed adequately by the candidate. The university will take responsibility for directing re-

search only in fields and problem areas that its faculty members feel competent to handle. Acceptance of a dissertation topic proposal under no circumstance commits any department or school or the university to accept the dissertation itself.

A dissertation advisory committee of three to five persons is usually appointed by the candidate's academic dean for each candidate undertaking a dissertation. After the draft manuscript has received the tentative approval of all members of the committee, the committee chair arranges for the oral examination. This covers the dissertation itself and the general field of study. Conditions to be met before final acceptance of the dissertation may be specified without necessarily holding a second oral examination.

Protection of Human Subjects

Any proposed thesis or dissertation in which research will involve experimenting on, interviewing, surveying, or observing human beings is subject to review under American University regulations to determine whether the researcher has made adequate provision for the protection of human subjects. The American University regulations are based on 45 Code of Federal Regulations (CFR) 46, "Protection of Human Subjects."

Candidates who request outside funding for research, candidates who will be studying vulnerable populations such as minors or incarcerated persons, or candidates studying sensitive topics have their proposals reviewed by the University Institutional Review Board (IRB) for the Protection of Human Subjects. Other candidates may have their proposals reviewed by the teaching unit IRB designee. Each candidate is requested to complete the American University IRB form, "Research Proposal Review." It is the responsibility of the degree candidate to submit the form for review and to make any revisions required to the research plan to bring it into compliance.

Copies of the university's regulations, 45 CFR 46, the review form, and additional information are available from the teaching unit chair or IRB designee for human subject review, or from the Compliance Administrator in the Office of Sponsored Programs.

Thesis or Dissertation Progress

It is the collective responsibility of the student, the student's advisor, and the student's committee to ensure that satisfactory progress is being made on the student's thesis or dissertation. The student may request, at least once each semester, that the committee meet with him or her to discuss progress.

Final Manuscript

Candidates are responsible for being familiar with and complying with the regulations concerning the form and preparation of the final manuscript, abstract, copyright, and so forth, which may be obtained from the dean or department chair of the teaching unit offering the doctorate. Deadlines are published in the *Schedule of Classes* for each academic term. These must be met if a candidate expects to receive a degree at the appropriate commencement.

Filing of Thesis or Dissertation

On completion of the final manuscript, a student obtains the signature of the department chair and dean on the Thesis/Dissertation Completion form, and takes the form and the manuscript to Student Accounts to pay the fee. This fee is required for entering into the mandatory agreement with University Microfilms. Every thesis and dissertation must be microfilmed. The student then proceeds to the Office of the Registrar for certification of the completion of degree requirements, and then to the library for filing of the manuscript. This procedure is to be followed after all other requirements for the degree have been satisfied.

Publication

It is the policy of the university to encourage publication of dissertations, case studies, and theses, with acknowledgment to the university. If substantial alterations are made before publication, this fact must be noted in the prefatory statement that gives acknowledgment.

Tools of Research

Each academic unit specifies the tool of research requirement. Tools should relate to research in the student's discipline. The student's satisfaction of tool requirements is certified by the teaching unit, but aid in ascertaining this may be sought outside the unit.

Academic Standards and Regulations

Academic Advising

American University considers academic advising an essential element of the educational process. The various advising resources at the university are available to help students define the choices they must make and to give any needed guidance. Students with academic concerns may seek assistance from course professors, faculty and professional advisors, peer advisors, department chairs, deans, and various student support services throughout the university.

American University requires advisor-student conferences at least once a semester. The student, however, bears the ultimate responsibility for selecting courses, meeting course prerequi-

sites, and adhering to policies and procedures. An advisor assists the student in order to ensure a well-balanced education and interprets university policies and procedures.

Academic Probation and Dismissal

A graduate student who fails to maintain a 3.00 grade point average (on a 4.00 scale) after completion of the first 12 credit hours of graduate study may be placed on academic probation for one semester, after which the student must achieve and maintain a 3.00 average or be dismissed. A graduate student may be placed on academic probation only once. It should be noted that the grade point average is

only one measure of academic performance. Maintenance of the required average does not necessarily imply that a student is making satisfactory progress, and the university reserves the right to dismiss a student whose performance is judged unsatisfactory even though the student has maintained the required grade point average. A student who is dismissed may not be readmitted to the university or enroll as a nondegree student for a full year after the effective date of the dismissal.

Academic Load and Full-Time Status

The normal load of full-time graduate study is 9 to 12 credit hours a semester; however, an academic unit may declare circumstances under which full-time involvement in thesis or dissertation research constitutes full-time standing.

In summer sessions, because of the combination of six-week and seven-week sessions, there are various possibilities for full-time standing. Usually, registration for 6 credit hours during any session is considered full-time.

Leave of Absence

If a student is unable to pursue course work or to work with faculty for a fall or spring semester, the dean of the student's teaching unit may authorize a leave of absence for one or two semesters, during which the student's enrollment status in the degree program would be maintained. During a leave of absence, the student is not entitled to use the services of the university. Time limitations for completing graduate degrees continue to apply during periods when students are on leaves of absence. Students may petition for an extension of candidacy at the time they apply for a leave or at a later time. Procedures for granting leaves of absence may vary among schools and colleges.

A graduate student taking a leave of absence because of military or government assignment required as a direct result of hostilities or war, or for incarceration resulting from refusal to accept induction under such circumstances, may receive a tuition refund and have other charges prorated on the basis of the number of weeks during which the student was registered for classes in a given semester. If a student has completed at least ten weeks of a session, he or she may be given full credit for any course, subject to the approval of the instructor and department chair. Additional work may be required. No tuition refund will be given for courses for which credit was given.

A student whose studies are interrupted for the reasons stated above may resume study at American University in the same degree program, provided he or she returns within a period of six months following the completion of duties and provided that the degree program in which the student was enrolled is still offered. A student who wishes to be enrolled in a different degree program must apply for readmission.

Maintaining Matriculation

Graduate students whose degree requirements are not completed and who have not been granted a leave of absence must register each fall and spring semester during regular registration

periods for courses, for thesis or dissertation seminars, or for maintaining matriculation. Those who do not will be considered as having withdrawn. Such students may then reapply and, if readmitted, are governed by requirements and regulations in effect at the time of readmission.

During a semester when a student is not enrolled in credit course work but is utilizing the services of the university (e.g., to prepare for comprehensive examinations or complete research for the thesis or dissertation), the student maintains enrolled status by registering for maintaining matriculation, the equivalent of one graduate-level credit hour. Schools and departments may establish specific requirements as to when and for how many semesters students may be in maintaining matriculation status.

Students who change degree objective, college, or school, whose candidacy for an advanced degree expires, or who choose to conform to new regulations or requirements must be prepared to complete all requirements and abide by all regulations in effect at the time such a change is made.

Statute of Limitations

Candidates for a master's degree must complete all degree requirements no later than three years after the date of first enrollment in the degree program. Candidates for the doctoral degree must complete all degree requirements no later than five years after the date of first enrollment in the doctoral program, or seven years if the doctoral program was entered directly from a bachelor's degree.

A student may petition for an extension of candidacy in a degree program for a limited period if such extension is sought before these time limits expire. In no case may the total amount of time granted in extensions of candidacy exceed three years. If, however, the time limit has expired, a student may seek readmission to the university for a period of no more than three years, less any time granted in previous extensions of candidacy.

Readmission to an advanced degree program may involve completing additional courses or other appropriate work. Any degree calling for additional undergraduate prerequisite courses has the statute of limitations extended for the amount of time required to complete them.

Study at Another Institution

A graduate student, with the advice and counsel of the student's academic unit, may be able to take a graduate course available only at a nonconsortium institution. The student must secure advance approval in writing from his or her advisor and dean for specific courses. The student must conform to regulations governing the maintenance of matriculation at American University during each fall and spring semester, and must satisfy the residence requirement of the university.

Grades for transferred courses are not recorded on the American University permanent record or computed in the student's grade point average.

Fields of Study

Graduate Degree Programs

Accounting (M.S.)
 Anthropology (Ph.D.)
 Anthropology, Public (M.A.)
 Art History (M.A.)
 Business Administration (M.B.A.)
 Biology (M.A., M.S.)
 Chemistry (M.S., Ph.D.)
 Communication: Journalism and Public Affairs (M.A.)
 Communication: Producing for Film and Video (M.A.)
 Communication: Public Communication (M.A.)
 Computer Science (M.S.)
 Creative Writing (M.F.A.)
 Development Finance and Banking (M.A.)
 Development Management (M.S.)
 Economics (M.A., Ph.D.)
 Education (Ph.D.)
 Education (M.A.)

tracks:

Educational Leadership

Educational Technology

Specialized Studies

Education, Special: Learning Disabilities (M.A.)

see also Teaching

Environmental Policy (M.A.)

Environmental Science (M.S.)

Ethics and Peace (M.A.)

Financial Economics for Public Policy (M.A.)

Film and Electronic Media (M.F.A.)

Film and Video (M.A.)

Finance (M.S.)

French Studies (M.A.)

Health Fitness Management (M.S.)

History (M.A., Ph.D.)

Human Resource Management (M.S.)

Information Systems (M.S.)

Interdisciplinary Studies (M.A., M.S.)

International Affairs (M.A.)

concentrations:

Comparative and Regional Studies

International Economic Policy

International Politics

United States Foreign Policy

International Affairs and Business Administration

(M.A./M.B.A.)

International Communication (M.A.)

International Development (M.A.)

International Legal Studies (LL.M.)

International Peace and Conflict Resolution (M.A.)

International Relations (Ph.D.)

International Service (M.I.S.)

Justice, Law & Society (M.S., Ph.D.)

Law (J.D.)

Law and Government (LL.M.)

Literature (M.A.)

Mathematics (M.A.)

Mathematics Education (Ph.D.)

Organization Development (M.S.O.D.)

Painting (M.F.A.)

Performing Arts: Arts Management (M.A.)

Performing Arts: Dance (M.A.)

Philosophy (M.A.)

Political Science (M.A., Ph.D.)

Printmaking (M.F.A.)

Psychology (M.A., Ph.D.)

Public Administration (M.P.A., Ph.D.)

Public Policy (M.P.P.)

Russian Studies (M.A.)

Sculpture (M.F.A.)

Sociology (M.A., Ph.D.)

Sociology: International Training and Education (M.A.)

Spanish: Latin American Studies (M.A.)

Statistics (M.S., Ph.D.)

Statistics for Policy Analysis (M.S.)

Taxation (M.S.)

Teaching (M.A.T.)

tracks:

Elementary Education

Secondary Education

English for Speakers of Other Languages

International Training and Development

Teaching English to Speakers of Other Languages (M.A.)

Toxicology (M.S.)

Graduate Certificate Programs

Arts Management

Cross-Cultural Communication

Dance

Dance and Health Fitness Management

Economics, Applied

Environmental Assessment

Information Systems

Information Resource Management

International Economic Relations

Organizational Change

Public Financial Management

Public Management

Social Research

Secondary Teaching

Statistics, Applied

Systems and Project Management

Teaching English to Speakers of Other Languages (TESOL)

Translation: French, Russian, or Spanish

Toxicology

Professional Development:

Graduate certificate programs can be designed to meet specific career or professional development needs.



International Student Information

- Visa Requirements
- Registration
- English Language Requirements

The following regulations apply to all students who are not citizens or "permanent residents" of the United States of America.

Admission to a Degree Program

International applicants should refer to Application for Admission in either the Undergraduate or Graduate Study chapter. *Note:* Photocopied or faxed documents are not accepted for evaluation purposes.

Nonimmigrant Student Visa

To expedite an international student's application for F1 or J1 nonimmigrant or exchange visitor student status, the Personal Immigration and Information Request Form (PIIRF) and appropriate supporting documents must be completed and submitted with the application. To obtain a student visa, applicants should contact the nearest U.S. Consulate for information on application requirements, procedures, and processing time.

Nondegree Enrollment

A student who has not been admitted to a degree program may register for classes as a nondegree student. International nondegree students must present evidence of successful completion of high school (or equivalent) and courses taken in any colleges or universities attended. Nondegree international students who apply for admission to a degree program must request that official documents be sent directly to the Undergraduate Admissions Office or to the appropriate academic unit for graduate study.

Visa Requirements

Students in nonimmigrant F1 and J1 status are required by U.S. Immigration and Naturalization Service (INS) regulations to maintain a full-time course load enrollment during fall and spring semesters. If the student's first term is a summer session, the full-time course load requirement will apply for that summer. **It is the individual student's responsibility to comply with INS regulations.**

To meet the INS full-time course load requirement at American University each semester, undergraduate students are required to register for a minimum of 12 credit hours, graduate students for a minimum of 9 credit hours, and LL.M. law students for a minimum of 8 credit hours.

International students enrolled only for English as a second language must register for 18 English Language Institute (ELI) contact hours each semester (consult with ELI for specifics). Any change in registration which results in a course load below these minimum requirements must be authorized by the Office of International Student Services (ISS) in consultation with the student's academic advisor.

Students in F1 or J1 status who fail to meet these requirements are considered by INS to be "out-of-status" and lose their eligibility for all immigration benefits including on-campus employment and practical training and are subject to deportation.

All students in F1 nonimmigrant status are required to attend, initially, the educational institution which issued the Certificate of Eligibility (I-20) used to obtain F1 status.

A student in F1 or J1 status is reminded that a change of school from one U.S. educational institution to another or a change of program within the same educational institution must be made according to INS regulations. At American University such changes are handled through ISS.

Students in Exchange Visitor (J1) status requesting a transfer to American University should consult with ISS before registering for classes. Transfer from one exchange visitor program to another requires a release from the previous program sponsor and/or the approval of the INS. It is advisable that all students entering the university in J1 status at the time of admission consult with ISS before registering for classes.

Questions concerning INS regulations governing foreign students, exchange visitors, or foreign researchers or faculty should be directed to International Student Services (ISS), Butler Pavilion 410, telephone: (202) 885-3350, fax: (202) 885-3354. Office hours are Monday through Friday, 9:00 a.m. to 5:00 p.m.

Registration

In addition to the standard registration procedures, the following regulations apply to international students.

1. All international students who are enrolling at American University for the first time or for a new program and are not citizens or permanent residents of the United States are required to bring their passport and I-94, and I-20 or IAP-66 (if applicable) to International Student Services (ISS).

Note: International students with F1 visas or American University sponsored J1 visas who register for less than a full course of study should first consult with an international student advisor.

2. New international students, whether degree or nondegree, must take an English language proficiency test before they register. (See English Language Requirement, below.)

3. International students may take courses in the university's off-campus program; however, they must complete their registration on campus.

4. All new nondegree international students should contact the nondegree advisor in the appropriate school at least five working days before the end of registration. Failure to do so may cause the student to be registered during the late registration period and therefore subject to the late registration fee. Students must present translated copies of their previous academic records in order to register for classes.

English Language Requirements

All students whose first language is not English are required to have their English proficiency evaluated by the English Language Institute (ELI) before enrolling in courses at American University. In most cases they will have to take a written proficiency examination lasting about three hours.

Exceptions (waivers) to this requirement are granted for students who submit a score of 600 or higher on the paper version of the Test of English as a Foreign Language (TOEFL) or 250 or higher on the computer version; undergraduates who submit a score of 580 (re-centered) or higher on the Scholastic Assessment Test (SAT I) Verbal section; or graduate students who submit a score of 500 or higher on the Graduate Record Examination (GRE) Verbal section or a score of 30 or higher on the Graduate Management Aptitude Test (GMAT) Verbal section. Students who have graduated from a regionally accredited U.S. college or university with a bachelor's, master's, or doctoral degree, with all course requirements completed in the United States, are also eligible for waiver from English placement testing.

Waivers may also be granted in cases which meet certain specified criteria. A decision by the English Language Institute (ELI) that a student needs improved English language skills is binding and not negotiable by the student. Students who are re-

quired to take ELI courses must attend classes and make an earnest effort to improve their language proficiency.

Students who must enroll in a full-time English program (four courses) may not take any other courses during that semester. Exceptions require the permission of ELI and the academic advisor for the program in which the course is offered.

Students who are enrolled full time in the university certificate program in English as a second language but need only three courses because of their level of English proficiency may take a university course for credit without an additional tuition charge.

For further information consult the English Language Institute at (202) 885-2147.

English Language Institute

International students wishing to enroll in the English Language Institute (ELI), either full or part time, must have completed the equivalent of an American high school education at the time of enrollment. Students in F1 status must enroll as full-time students. Students who are applying only for admission to the English Language Institute for English need not take the TOEFL. After filing an application and academic transcripts, students who are accepted will be sent a formal letter of acceptance. If the student plans to attend the university with an F1 student visa, a Certificate of Eligibility (Form I-20) for a nonimmigrant student visa will be sent with the letter of acceptance provided the student has appropriately completed the Verification of Financial Capability portion of the ELI application and submitted appropriate financial documentation.

Students enrolled in four ELI courses are considered full-time students for visa and some scholarship requirements even though courses do not carry credit toward a degree.

See also the English Language Institute in the College of Arts and Sciences chapter. For more information and course dates, phone: (202) 885-2147 or e-mail: eliau@american.edu.

Health Insurance

Health insurance is mandatory for all full-time degree, resident, and international students (except those in A, G, and H status). Students are automatically billed for a university-sponsored plan in July. If a student is covered by a similar plan paid for by family, employer, sponsor, or government, the student may waive the university coverage by submitting an insurance waiver form prior to August 31. An insurance waiver must be filed each academic year prior to the deadline for waiving the university-sponsored insurance.

Waiver forms are available on-line at:
www.american.edu/healthcenter

Tuition, Expenses, and Financial Aid

- Tuition and Fees
- Undergraduate Scholarships
- Graduate Financial Aid
- Veteran's Benefits

Undergraduate students who register for 12 to 17 credit hours are assessed tuition at the full-time rate. Undergraduate students who register for fewer than 12 credit hours are assessed tuition based on the number of credit hours taken. Undergraduate students who register for more than 17 credit hours are charged the full-time tuition rate with an additional charge for each credit hour over 17.

Graduate and nondegree students are assessed tuition per credit hour.

The off-campus tuition rate differs from the rate for on-campus courses. Full-time undergraduate students, however, who register for courses both on and off campus are assessed tuition at the on-campus full-time rate.

Given the probable continuation of current economic conditions, as well as the need to continue to accelerate the academic development of the university, it is reasonable to expect that tuition and fee increases will be required each year in the near future. The university will attempt, however, to limit tuition and fee increases to reasonable levels.

Tuition

Undergraduate Students

| | |
|--|----------|
| Full-time (12–17 credit hours) | \$11,058 |
| (Above 17 hours, \$737 per additional credit hour) | |
| Part-time (per credit hour) | 737 |

Graduate Students

| | |
|-----------------------------|-----|
| Full- and part-time: | |
| (per credit hour) | 793 |

MBA and MA/MBA Programs

| | |
|--|--------|
| Full-time: | |
| 13.5 to 17 credit hours | 10,993 |
| (Above 17 hours, \$793 per additional credit hour) | |
| 9 to 13 credit hours (per credit hour) | 816 |
| Part-time (fewer than 9 credit hours): | |
| (per credit hour) | 793 |

Law Students

| | |
|--|--------|
| Full-time (12–17 credit hours) | 13,025 |
| (Above 17 hours, \$965 per additional credit hour) | |
| Part-time (per credit hour) | 965 |

Nondegree Students

| | |
|--|-----|
| Course level 100–400 (per credit hour) | 737 |
| Course level 500 and above (per credit hour) | 793 |

Off-Campus Programs

| | |
|-----------------------------|-----|
| (per credit hour) | 668 |
|-----------------------------|-----|

Auditors pay the same charges as students enrolled for credit and are subject to all applicable special fees.

Charges for institutes and other special courses are listed in the *Schedule of Classes*.

Residence Hall Charges

Residence charges are for each semester.

Anderson, Hughes, Leonard, Letts, and McDowell Halls; Congressional, Capital, and Federal Halls (Tenley Campus):

| | |
|---|---------|
| Single Occupancy | \$3,561 |
| Single Occupancy with bath (Tenley) | 4,164 |
| Double Occupancy | 2,836 |
| Triple Occupancy | 2,067 |

Centennial Hall

| | |
|----------------------------|-------|
| Single Occupancy | 4,164 |
| Double Occupancy | 2,836 |

Residence Hall Association Fee \$12.50

Off-Campus Graduate/Law Student Housing

Glover-Tunlaw Apartments

Units leased on an annual basis at the following monthly rates:

| | |
|--------------------------------|-------|
| One Bedroom Unit | \$840 |
| Two Bedroom Unit | 1,155 |
| One Bedroom with Den | 945 |

Meal Plan Charges

Main Campus (Charges are by contract per semester.)

| | |
|--|---------|
| Super Plan: Unlimited access to TDR | \$1,695 |
| 200 Block: 200 TDR meals, \$300 in EagleBuck\$ | 1,695 |
| 150 Block: 150 TDR meals, \$300 in EagleBuck\$ | 1,575 |
| 75 Block: 75 TDR meals, \$300 in EagleBuck\$ | 995 |

Resident freshmen are automatically enrolled in the 200 Block plan but may change to either the Super or 150 Block plan. *Note:* EagleBuck\$ are to be spent at any participating establishment on or off campus, including the Terrace dining room (TDR).

All meal plans start at the beginning of the semester.

Tenley Campus (Charges are by contract per semester)

Washington Semester students residing on the Tenley Campus are automatically enrolled in the 150 Block plan, but have the option to change to any other plan.

Available plans and rates are the same as those offered on the main campus.

Special Fees

These fees are nonrefundable. The charges listed below are not included in tuition and general fees. *Note:* Special course and laboratory fees are listed in the *Schedule of Classes* and are also nonrefundable.

Admissions

| | |
|---|------|
| Undergraduate Application/Readmission Fee | \$45 |
| Graduate Application/Readmission Fee | 50 |
| Law School Application /Readmission Fee | 55 |
| Admission Testing | 5 |

Health

| | |
|---|----|
| Health Center Fee (each semester) | 45 |
|---|----|

(Not charged separately to full-time campus residents; required of all others who wish to use student health center facilities)

| | |
|------------------------------------|-----|
| Health Insurance (2001–2002 rates) | |
| Per year | 630 |
| For spring/summer. | 435 |
| For summer only | 218 |

(For full-time degree, resident, and international students the fee is assessed automatically and may be waived before August 31 for the fall semester or March 1 for the spring semester if the student possesses comparable private or group coverage.)

Parking (per year)

| | |
|-----------------------------|-----|
| Resident Student. | 781 |
| Commuter Student. | 520 |
| Part-time Commuter. | 216 |

(undergraduate and law students, fewer than 12 credits; graduate students, fewer than 9 credits; proof of part-time enrollment must be provided)

| | |
|------------------------------------|-----|
| Faculty/Staff All Lots | 781 |
| Faculty/Staff Restricted | 743 |
| Faculty/Staff General | 520 |
| Part-time Staff | 216 |

(Full-time students do not qualify for this permit)

| | |
|----------------------|-----|
| Motorcycle | 120 |
|----------------------|-----|

Registration

| | |
|--|-----|
| Alumni Audit Program Registration | 100 |
| Alumni Audit Late Registration Fee | 10 |
| Faculty/Staff Registration | 50 |

(for employees of the university or their spouses registering under the tuition remission benefit)

| | |
|---|----|
| Late Registration (each semester) | 50 |
|---|----|

(effective the first day of the term)

Sports Center Fee (mandatory for all students)

| | |
|------------------------------------|----|
| Full-time (per semester) | 65 |
| Part-time (per semester) | 30 |

Student Accounts

| | |
|--|----|
| American Institutional Plan (AIP) | |
| Program Fee (per year) | 60 |
| Late fee for Installment Plan payments (per month) | 40 |

All other late student account payments: based on account balance (see "Late Payment and Financial Restriction" below)

| | |
|-------------------------|----|
| Reinstatement | 50 |
|-------------------------|----|

| | |
|--------------------------|----|
| Returned Check | 25 |
|--------------------------|----|

(for each occurring personal check not honored by the bank)

Student Confederation

(Mandatory for all undergraduate degree students each semester.)

| | |
|------------------------------|-------|
| Full-time students | 62.50 |
|------------------------------|-------|

| | |
|------------------------------|----|
| Part-time students | 15 |
|------------------------------|----|

Student ID Card Replacement 15

Technology Fee (mandatory for all students)

| | |
|------------------------------------|----|
| Full-time (per semester) | 55 |
|------------------------------------|----|

| | |
|------------------------------------|----|
| Part-time (per semester) | 20 |
|------------------------------------|----|

Transcripts no charge

| | |
|-----------------------------------|----|
| Diploma Replacement Fee | 25 |
|-----------------------------------|----|

Graduate Student Fees

| | |
|--|----|
| Graduate Student Association | 25 |
|--|----|

(Mandatory each semester for all full-time and part-time graduate students.)

| | |
|---|-----|
| Maintaining Matriculation (each semester) | 793 |
|---|-----|

| | |
|---------------------------------------|----|
| Comprehensive Examination Application | |
| Master's and Doctoral. | 25 |

| | |
|---|-----|
| Additional fee if in absentia | 100 |
|---|-----|

| | |
|---|----|
| Microfilming of Dissertation, Thesis, or Case Study | |
| Master's Thesis or Case Study | 25 |

| | |
|---------------------------------|----|
| Doctoral Dissertation | 35 |
|---------------------------------|----|

| | |
|---------------------------------------|-----|
| Law School General Fee (per semester) | |
| Full-time. | 145 |

| | |
|--------------------|-----|
| Part-time. | 105 |
|--------------------|-----|

| | |
|-----------------|----|
| Summer. | 23 |
|-----------------|----|

Continuing Studies Student Fees

| | |
|-----------------------------|----|
| AEL Admission Fee | 25 |
|-----------------------------|----|

| | |
|--|-----|
| AEL Portfolio Assessment Fee | 250 |
|--|-----|

| | |
|---|----|
| Fee for Posting Portfolio Credit on Academic Record | |
| (per credit hour/ maximum of 30 credits) | 20 |

| | |
|---|----|
| Community Studies Application Fee | 20 |
|---|----|

Payment of Charges

Students participating in advance registration must pay the balance due on or before the due date as indicated on the bill sent from Student Accounts.

Students participating in direct registration must pay the balance due on the day they register.

The American Guaranteed Tuition Single Payment Plan

Available to incoming freshmen, this plan allows students to stabilize tuition expenses by prepaying four years' tuition at the entering academic year rate.

American Installment Plan

The American Installment Plan (AIP) is available to all full-time students. This plan covers the academic year and requires ten monthly payments from June 1 through March 1, or twelve monthly payments from May 1 through April 1. Call Student Accounts at (202) 885-3541 for more information.

Late Payment and Financial Restrictions

A finance charge may be assessed against a student's account for failure to meet the initial payment due date. The university will use a rate of 1 percent per month to compute the finance charge. The university figures the finance charge on the student's account by applying the 1 percent per month to the adjusted balance of the student's account.

In addition, failure to make payment when due will result in a financial "restriction" being placed on the student's account. The financial restriction will result in a "hold" being placed on the student's academic records, including transcript and diploma, and may also result in denial of advance registration and use of the payment plan or other credit privileges.

If a student's courses are dropped due to nonpayment, a financial restriction will be placed on his or her account. Restrictions may be removed following the reinstatement of all courses originally dropped. To reinstate courses, the student must make arrangements with the Collections Office and pay the account in full (including a \$50 reinstatement fee and all associated finance charges). The university reserves the right to delay clearance until a personal check clears a financial institution.

A student who has once had a financial restriction placed against his or her account may be denied future advance registration and payment plan privileges even though the student has been reinstated upon payment of the reinstatement fee. Repeated failure to make payments when due may result in severance of the student's relationship with the university.

Students who incur financial obligations in the parking and traffic office, library, health center or athletic department may be subject to late payment fees and financial restriction procedures.

Students who fail to pay tuition or fees will be responsible for all costs of collection, including attorney's fees in the amount of 15 percent of the balance due.

Employer or Agency Tuition Assistance

A student requesting employer or agency billing arrangements must furnish Student Accounts with a valid contract or purchase order before the first day of classes. A contract or purchase order must contain the following information: (1) student name and ID number, (2) term of attendance, (3) specific costs (and dollar amounts) to be paid by the sponsor (tuition, books, supplies, fees), (4) sponsor's billing address, and (5) contract or purchase order number or accounting appropriation, if applicable. Documentation submitted in lieu of a valid purchase order will not relieve a student of financial responsibility.

In case of partial assistance, the student is required to pay the balance of his or her tuition costs at the time of registration in order to be considered registered. A student portion which qualifies for one of the university payment plans is to be paid according to that plan. Failure to comply will result in the assessment of a 1% per month finance charge. (See "Late Payment and Financial Restrictions" above.)

A student entitled to Campus Store credit may obtain a book charge form from Student Accounts. Purchases are permitted through the end of the add-drop period.

Failure to submit vouchers in a timely manner may result in the assessment of late fees. A student is responsible for payment of any billed amounts which have been disallowed by his or her sponsor.

Employee Tuition Benefits

Only full-time permanent faculty or staff employees of American University are eligible for tuition benefits. There is a nonrefundable \$50 registration fee each semester.

Applications for faculty, staff, and spouse benefits are available from Human Resources. The completed application must be approved by Human Resources and submitted to Student Accounts at the time of registration with the \$50 remission registration fee and any other fees not covered by the tuition remission benefit.

Late registration fees are not applicable to faculty and staff using employee tuition benefits.

Refunds and Cancellation of Charges

Tuition

Students who reduce their course load or who completely withdraw during the first four weeks of the semester must complete the appropriate forms available in the dean's offices and the Office of the Registrar, and submit the completed forms to the Office of the Registrar. The amount of tuition to be canceled will be calculated as of the date on which the withdrawal forms are received in the Office of the Registrar and in accordance with the tuition cancellation schedule in the *Schedule of Classes*. If the withdrawal results in a refund, the request for said refund should be made in Student Accounts. The student's account must show a credit balance before a refund will be processed.

Complete withdrawal from the university during or before the second week of classes will result in full cancellation of tuition.

tion charges provided the withdrawal form is received in the Office of the Registrar and dated no later than the second week of classes. A full cancellation of tuition will also pertain to a course dropped during the second week of classes.

Withdrawal from the university or course drops that result in course-load reduction during the first four weeks of classes are subject to the percentage cancellation schedule published in the *Schedule of Classes* for the semester.

Discontinuing attendance in class or notifying an instructor does not constitute an official withdrawal. Students who do not officially withdraw (by submitting to the Office of the Registrar either a completed Course Registration Change Form or a Withdrawal from the University Form) during the cancellation period will be responsible for payment of the full amount of the applicable tuition and fees.

Tuition and program fee refund policies and deadlines for study abroad programs may differ because of the unique circumstances of each program and location. Consult the World Capitals Programs Office at (202) 895-4900 for specific guidelines.

To determine refund percentages for students dropping MBA courses, see "Important Dates" in the *Schedule of Classes*. For special programs, check specific program information for related refund policies.

First time students receiving Title IV financial aid are entitled to a prorata refund. Consult Student Accounts for further information.

Room

Requests for cancellation of room charges must be initiated by the student in writing to Residential Life and Housing Services, Rockwood Building, by the withdrawal deadlines. The student must then request any applicable refund through Student Accounts. The percentage cancellation schedule based on date of withdrawal is published in the *Schedule of Classes* for the semester.

Meal Plan

Students will be permitted to decrease or drop their meal plan *only* during the first ten days of the meal plan. Requests for meal plan cancellations must be initiated by the student in the Dining Services Office. Students then request any applicable refund through Student Accounts.

Once the meal plan week begins, the student will be charged the full amount based on the meal plan chosen, whether it has or has not been used for that week. Increases or new sign-ups may be done at any time throughout the semester.

Medical Withdrawal Policy

No special waiver or refund of tuition and fees is to be made when a student discontinues attending class due to medical reasons.

When a student is hospitalized on an emergency basis, and that in turn prohibits the student from formally withdrawing from class, then the Registrar is authorized to process a retroactive withdrawal based on the last date that the student attended class. The student must present evidence of his or her hospitalization and the date of last attendance in class should be verified by the appropriate academic unit(s). Provided that the retroactive withdrawal date falls within the allowable refund period, an adjustment to the student's account is permitted as authorized by published regulations.

Tuition Refund Insurance

Insurance coverage which would supplement the university's published refund policy is available to full-time students through the Tuition Refund Plan (TRP), an elective insurance plan sponsored by A.W.G. Dewar, Inc. Under this plan, students who withdraw from classes at any time during the semester because of a personal medical illness or accident will receive a full tuition refund; students who withdraw due to a mental/nervous disorder will receive a 60 percent tuition refund. Housing charges are refunded on a prorated basis. The plan year is comprised of both fall and spring semesters of an academic year. Enrollment in the plan must occur prior to the first day of fall semester classes. For more information about the Tuition Refund Plan, contact the student health insurance coordinator in the Student Health Center, Nebraska Hall, (202) 885-3378.

Undergraduate Financial Aid

Application for Financial Aid

American University has an extensive program of scholarships, loans, and grants. The federal programs in which American University participates include: Federal Perkins Loans, Federal Direct Stafford Loans, Federal Direct Parent Loans for Undergraduate Students (PLUS), Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), and Federal Work-Study (FWS).

All new or readmitted undergraduate students must follow these steps to receive priority consideration for financial aid:

- Submit admissions applications and all necessary supporting documents to the Undergraduate Admissions Office by the appropriate deadlines.
- New students must also submit the American University Financial Aid Supplement to Financial Aid by March 1.
- All undergraduate students complete a current Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1.
The FAFSA should be received by the federal processing center by March 1 in order to meet the financial aid priority deadline. The AU code number for the FAFSA is 001434. Applications received after March 1 will be reviewed only after on-time applications and as long as funds remain available.
- Complete and submit any other documents as requested by Financial Aid.

New students should not wait to be admitted before filing the FAFSA and AU Supplement. A financial aid application has no bearing on a student's admission application. However, a student will not receive final consideration for aid until he or she is admitted to a degree program.

Notification

Financial Aid carefully reviews the student's financial situation. If the student is eligible for assistance and monies are available, a financial aid award is made. Often the award is a "package" of assistance in the form of grants, loans, and work.

New students should note that they must be admitted to a degree program before any action will be taken on their financial aid applications.

Notification Dates:

| | |
|---------------------------|--------------------|
| Early Decision Freshmen | January 1 |
| Regular Decision Freshmen | April 1 |
| Transfer | Beginning June 1 |
| Continuing Undergraduates | Beginning mid-June |

Financial Need

The student's financial need is defined as the difference between the total cost of attendance and the family's expected contribution as determined by the FAFSA form. All financial aid is based on the assumption that students and their parents will contribute a reasonable amount to meet educational expenses. Students and parents are encouraged to inform Financial Aid should major changes in their financial situations occur.

Estimated Cost of Attendance

Undergraduate:

| | |
|------------------------------|---------------|
| Tuition | \$22,116 |
| Student Fee | 365 |
| Books and Supplies | 600 |
| Room and Board | 8,829 |
| Personal and Travel Expenses | 1,300 |
| Total | 33,210 |

Satisfactory Academic Progress

Recipients of federal (Title IV) or institutional funds must maintain satisfactory academic progress toward their degree objective to remain eligible for financial assistance.

Minimum Standards

- Full-time undergraduate financial aid recipients must maintain at least a 2.00 cumulative grade point average and complete 24 credit hours per academic year.
- Part-time undergraduate financial aid recipients must maintain at least a 2.00 cumulative grade point average and complete four-fifths (80 percent) of all attempted credit hours.
- All students must complete their academic program within 150 percent of the normal time limit of that academic program as defined in the *Academic Regulations*.
- Merit-based scholarship recipients may have different standards than those listed above. Please refer to the original award notification regarding merit award eligibility criteria.

Special Considerations

The following alternative grading options do not count toward the grade point average but do have an impact on students' satisfactory academic progress:

- Withdrawals (W), Administrative Withdrawals (ZL), Audits (L), and Fails on Pass/Fail option (ZF) count as credits attempted but not earned, and have no impact on the grade point average.
- Incompletes (I), Unreported Grades (N), and Administrative Failures (ZX) count as credits attempted but not earned, and are factored as a grade of F.
- Pass (P) counts as credits attempted and earned, but has no impact on the grade point average.

- In Progress (IP) courses are excluded from the calculation in the initial academic progress evaluation. Students have one calendar year from the beginning of the course to successfully complete the course. If not completed in that time frame, the course counts as credits attempted but not earned, and is factored as a grade of F.

Frequency of Monitoring

Each student's academic progress is measured once yearly in June, after spring grades are posted. Financial Aid will notify in writing students who are not making satisfactory progress.

Academic Appeals

All questions regarding the factual substance of academic records and all requests for changes to those records must be made to the academic departments. The *Academic Regulations* describe the petition process. Financial Aid has no authority to alter the academic record of a student.

Re-Establishing Financial Aid Eligibility

For a student who has failed to maintain satisfactory academic progress, eligibility for financial aid funds may be re-established in a number of ways. Among these are: the petitioning process described in the *Academic Regulations*; the changing of a grade; summer session attendance; and the completion of incomplete or in progress courses. Please note that funds are not set aside for students in these circumstances. Even if the appeal is granted, funds may not be available at that time.

Financial Aid Appeals

On occasion, a student may fail to maintain satisfactory progress due to very serious circumstances that caused a major disruption to that student's ability to successfully complete his or her course work. **Students with mitigating circumstances must request reconsideration in writing to Financial Aid prior to July 1.** The request should include a comprehensive description of the circumstances and documentation from at least two qualified persons who can verify the information. The Appeals Committee will review the appeal, make a recommendation and send a letter of response to the student.

Refund and Repayment Policy

For a description of American University's refund policies regarding tuition, housing and board charges, see Refunds and Cancellation of Charges earlier in this chapter.

The American University refund policy does not apply to first-time American University students. A "first-time student" is defined in Federal regulations as any student who has not attended at least one class at American University, or who received a full refund for previous attendance at American University.

Federal (Title IV) Financial Aid Recipients

As federally mandated, federal (Title IV) aid recipients who withdraw from classes are subject to the following refund policy:

- Complete withdrawal from all classes: Students who withdraw from all of their classes before completing the first 60% of the semester will have a portion of their *university charges* and *financial aid* prorated based upon their length of attendance during the semester. Students who do not officially withdraw during this period will have **no** portion of their university charges refunded. Based on this proration of charges, all or a portion of the student's aid will be returned to the appropriate Title IV financial aid program.
- Partial withdrawal from classes: Students who withdraw from some but not all of their classes at any point during the semester will have their *financial aid* recalculated based upon the final number of credit hours enrolled.
- All students: Students who withdraw before the end of the semester may be required to repay funds that were received based upon a prior enrollment status. The university will use a federally mandated formula to determine whether or not a student received an overpayment. Overpayments may be withdrawn from a student's account without prior consent. If a student receives a refund on funds that are deemed an overpayment, the student may owe the university or the federal government that overpayment. Failure to repay an overpayment may result in the loss of future financial aid eligibility in addition to other university privileges.

Questions about how the refund and repayment regulations may affect a student's financial aid should be referred to the student's financial aid counselor PRIOR TO WITHDRAWING from the university.

The refund and repayment policy is contained in the *Academic Regulations* and *Schedule of Classes*. A copy of the Refund Policy and specific examples may be obtained from Financial Aid.

Federal Programs

To receive consideration for federal financial aid, a student must be a United States citizen, or eligible non-citizen, in a degree program.

Federal Loans

Federal Perkins Loan Program: This program provides low-interest loans for degree-seeking students who demonstrate financial need. A student may borrow up to \$3,000 per year with a maximum aggregate total of \$15,000, but loan amounts are typically less, depending on funds available. Repayment begins nine months after graduation or the end of enrollment on at least a half-time (6 credit hours) basis. The loan must be repaid within ten years. During the repayment period, 5 percent interest on the unpaid balance of the principal will be charged. Provisions for deferring or canceling payment are available in some situations.

Federal Direct Stafford Loan Program: A Federal Direct Stafford Loan is a low-interest loan available from the federal government. These loans are awarded and disbursed by American University Financial Aid. An undergraduate student may borrow up to \$2,625 for the first year of study; \$3,500 for the second year; and \$5,500 per academic year after completing two

years of undergraduate study. Independent undergraduate students in the first two years of study may borrow up to \$4,000 in addition to the amounts listed above, while third and fourth year students may borrow up to an additional \$5,000. The federal government will pay the interest on all or a portion of the loan while the student is in school, depending on the amount borrowed and whether or not the student qualifies for an interest subsidy. Repayment of the loan begins six months after a borrower drops to less than half-time status (6 credit hours), and there are several payment plans available.

Federal Direct Parent Loans for Undergraduate Students (PLUS): The Ford Federal PLUS program was designed to provide parents with additional funds to assist them in meeting educational expenses. These loans, which are not based on need, are available from the federal government through American University. Parents of dependent undergraduate students may borrow up to the cost of attendance, less any financial aid the student is receiving. The interest rate on the Ford Federal PLUS program is variable and capped at 9%. Repayment generally begins within sixty days of the loan's second disbursement, and several payment plans are available.

Federal Grants

Federal Pell Grant Program: This program provides grant aid to eligible students enrolled in degree programs. The amount of a Federal Pell Grant award will be based on the Department of Education's determination of eligibility.

Federal Supplemental Educational Opportunity Grants (SEOG): This program makes funds available through the university to undergraduate students with exceptional financial need.

Federal Work-Study Program (FWS)

This program provides the opportunity to work part-time on campus, or off-campus in community service and tutoring positions. Students must demonstrate financial need and be enrolled at least half-time (6 credit hours). Students who have been awarded FWS may also utilize these funds in for-credit internships.

State Scholarship and Grant Programs

Many states administer grant and scholarship programs which residents may apply for and receive while attending American University. Students should check with local guidance counselors and state grant agencies regarding up-to-date application procedures and eligibility factors.

American University Programs

Restricted University Loans

Loans are available to needy students at American University on a short- and long-term basis. Funds are provided either by private endowments to the university or by the university itself. The qualifications for each of these programs vary according to the stipulations that the donors have made for the individual ac-

counts. Funds are extremely limited and are considered a resource of last resort.

Alumni Association Loan Fund: The American University Alumni Association has established a loan fund for American University alumni who are pursuing part-time graduate study. The loan must be repaid with 2 percent interest.

Frank W. Ballou and Adeline J. Ballou Memorial Loan Fund: This loan fund was established in 1985 by Mrs. Adeline J. Ballou of Washington, D.C. Its purpose is to assist needy and deserving students who are enrolled full-time in a degree program.

Morris and Gwendolyn Cafritz Foundation for Middle Income Students Loan Fund: This revolving loan fund was established by a grant from the Cafritz Foundation of Washington, D.C. for middle income students who, without this assistance, would not otherwise be able to continue their education. Interest accrues at the rate of 7 percent per annum.

Class of 1932 Loan Fund: These funds are lent to worthy and needy full-time undergraduate students. Interest accrues at 4 percent per annum.

Sinclair B. Dell Loan Fund: A memorial loan fund was established to honor Dr. Sinclair Dell, a Washington podiatrist, who died of cancer in 1975. Repayment must be made within one year of the award at 2 percent interest.

General University Loan Fund: This loan is designed for both graduate and undergraduate students with no outstanding debts to the university. The interest is 4 percent per annum.

Rose Mae Howard Memorial Loan Fund: This fund was established in 1975 by the Rose Mae Howard estate to assist students who are in need of financial aid to complete their education. This loan is awarded to full-time undergraduates and bears a 9 percent interest rate upon repayment.

The Interfraternity Council Orphan Fund: This loan fund was provided by the American University Interfraternity Council beginning in 1961. Recipients must be male orphans under 21 years of age. There is no interest charge on repayment.

Willett M. Kempton Loan Fund: These loans are awarded to full-time graduate or undergraduate students in the School of Communication. The interest rate is 4 percent per annum.

Kogod School of Business Student Loan Fund: The loan fund was established to help part-time or full-time undergraduate and graduate students who are enrolled and are in good standing in the Kogod School of Business. Terms of the loan include a 5 percent rate of interest which will accrue on receipt of the loan. Repayment begins six months after graduation. This loan may be applied for in the Financial Aid office.

Ida Lents Educational Loan Fund: This fund is for full-time undergraduates. The interest rate is 2 percent per annum while the recipient is enrolled full-time and 4 percent per annum after enrollment at American University ceases.

Long Loan Fund: This loan was designed for the daughters of United Methodist ministers in the College of Arts and Sciences. The interest rate is 4 percent per annum.

Anna Mary Mann Memorial Loan Fund: These funds are restricted to women in the Kogod School of Business and the

School of International Service. The interest rate is 4 percent per annum.

William Hill McKenzie Loan Fund: This fund was established in September 1968 in memory of William Hill McKenzie IV, who died in March 1968 and was awarded a Bachelor of Arts degree posthumously in June 1968. It provides emergency assistance to full-time, married seniors at American University. Four percent interest accrues from the date the loan is made.

Shirley E. Minus Loan Fund: This fund is designed to aid undergraduate students in good standing at the university. The fund is especially suited to students who may not qualify for other financial aid. Three percent annual interest will accrue on the unpaid balance beginning nine months after graduation or separation from American University.

Thomas Moore Emergency Loan Fund: This fund was established in January 1970 by Theodore and Lillian Moore as a memorial to their son Thomas, an American University sociology student killed in an automobile accident in 1969. Students may borrow up to \$50 to meet financial emergencies.

Morris Morgenstern Loan Fund: This loan was established in 1972 by the Morris Morgenstern Foundation of Long Island, New York. It is issued for no longer than one year to students in need of emergency assistance. Funds are not available to freshmen. The interest rate after the due date is 4 percent per annum.

Stanley Posner Student Emergency Loan Fund: A short-term, no-interest loan fund to assist students in emergency situations. Loans are to be repaid in thirty days and will not exceed \$50.

Real Estate Alumni Loan Fund: Established to assist needy students enrolled as real estate or finance majors or both in the Kogod School of Business. First preference is given to real estate majors and to junior, senior, and graduate students. Current interest is 9 percent.

Roland Rice Loan Fund: Borrowers of this loan must be students who are not qualified to receive aid from other student aid sources available at the university. Interest accrues at 4 percent per annum. The loan must be repaid within two years after graduation.

Residence Hall Association Emergency Loan Fund: Established in 1965 by the Women Residents Association to assist women living in the residence halls. The fund was altered in 1976 to include men residing in campus housing. This is a short-term loan.

Bertha Roberts Loan Fund: Made possible by a bequest from the Bertha Roberts estate in 1973, the fund provides interest-free loans to young men and women preparing for Christian ministry or missionary work, or other religious positions. Interest accrues at 5 percent on the unpaid balance if a default occurs; otherwise the loan is interest free.

Arlotta Skinner Rudd Loan Fund: Made possible by a bequest from Arlotta Skinner Rudd's estate in 1986, this fund provides financial assistance to needy full-time undergraduate students. The interest rate is 8 percent.

William M. and Rebecca Sachs Loan Fund: This emergency loan fund was created by the Sachs family in 1962 for needy full-

or part-time undergraduates or graduates who have completed at least one semester in the Kogod School of Business. The interest rate of 5 percent begins at the time of repayment or upon graduation.

Skaskan Family Student Loan Fund: This fund is available to full-time undergraduate and graduate students who are in their last year of study. The interest rate is 9 percent.

Student Confederation Loan Fund: This loan fund was established in 1975 to aid full-time undergraduates other than freshmen. The interest rate is 3.5 percent.

United States Steel Foundation Loan Fund: This fund aids full-time graduate students with preference to those enrolled in the Kogod School of Business. Students must be recommended by the dean. The interest rate is 9 percent per annum.

Washington College of Law Dean's Loan Fund: This fund aids law students and is administered by the Washington College of Law. Interest accrues at 4 percent per annum. Students must apply directly to the Washington College of Law.

Washington College of Law Alumni Loan Fund: This loan is funded by alumni contributions and is usually available in the amount of \$1,000 at 7 percent per annum. Loan repayments begin six months after graduation. This loan is limited to seniors and other students who are in serious financial need.

Weinberg Student Loan Fund: Mr. and Mrs. J. A. Weinberg, Jr. established this loan fund in 1968 to assist students in the business school who have successfully completed one full year of study. Interest accrues at 4 percent beginning when the loan is made.

Grants

Athletic Grants: The Department of Athletics and Recreation makes partial- to full-tuition grants based on athletic promise and ability. Students interested in being considered for these renewable grants should call or write the coach of the sport in which they excel.

American University Grant Program: Full-time undergraduate degree students who demonstrate a need for assistance may be eligible. Amount is based on need and funds available. Submission of a financial aid application by March 1 is required.

Tuition Exchange

American University is one of more than 160 colleges and universities that participate in the Tuition Exchange Program for faculty and staff members. Students whose parents are employed by one of the participating institutions may be eligible for a Tuition Exchange Scholarship. Further information may be obtained from the Tuition Exchange Officer of the participating college or by writing the Human Resources Office at American University.

Tuition Remission

Full-time faculty or staff members are eligible for tuition benefits. There is a \$50 registration fee (nonrefundable) per semester.

Undergraduate University Scholarships

Merit Scholarships: The Admissions Office selects freshmen for honor scholarships of varying amounts. Selection is based solely on merit, although additional aid based on financial need may be offered as part of a financial aid package. These tuition awards are renewable for a total of eight semesters provided the student makes satisfactory progress toward the degree (based on both a cumulative grade point average of at least 3.2 and the completion of 30 credit hours each academic year).

Frederick Douglass Scholarships: Scholarships are awarded to admitted applicants who are Black, Hispanic, Asian, or American Indian full-time undergraduates and U.S. citizens or permanent residents. First preference is given to graduates of Washington D.C. metropolitan area high schools, then to graduates of other high schools in the nation. Academic achievement and financial need are considered. The awards provide partial tuition and are based on financial need. (Each year a limited number of awards exclusive of financial need are made to outstanding applicants.) A Free Application for Federal Student Aid and a supplemental financial aid form must be received for consideration.

American University Merit Scholarships: American University sponsors a number of tuition merit scholarships under the National Merit Scholarship Corporation's Merit Scholarship Program. National Merit finalists who indicate to the National Merit Scholarship Corporation that American University is their first choice university are offered the scholarship. The awards are renewable and amounts vary. Finalists in the National Achievement Program for Outstanding Negro Students and in the National Hispanic Scholarship Program are also considered for a number of merit awards based on academic achievement.

Community Studies Scholarships: The Community Studies Scholarship Program provides financial assistance primarily to low-income adults residing in the District of Columbia and the greater Washington, D.C. metropolitan area who are the first generation in their families to attend college and are members of minority groups. Community Studies scholars at American University realize their learning potential by matriculating into a bachelor's degree program. Adults who have been out of school for a number of years find the program an excellent way to complete their degree on a part-time basis.

Restricted Scholarships

The university has a limited number of scholarships that are funded either annually or through endowment by gifts from private donors. Enrolled students are routinely reviewed by Financial Aid for eligibility for these scholarships. **No separate application is required.** If chosen, students are notified by mail.

Normally, recipients must demonstrate financial need, maintain a cumulative grade point average of 3.00 and meet specific donor criteria. All restricted scholarships are administered by Financial Aid unless otherwise noted.

Ernest M. Aiken Scholarship: To assist international students the Ernest M. Aiken Scholarship was established in 1961 by Mrs. Herminia Aiken in memory of her husband. Priority is

given to currently enrolled candidates in degree status and in good academic standing.

American University Real Estate Alumni Chapter/Washington, D.C. Association of Realtors Foster Shannon Memorial Scholarship: Awarded to an undergraduate or graduate degree-seeking student(s) enrolled in a real estate course in the Kogod School of Business.

Judith D. and D.F. Antonelli, Jr. Scholarship: Established by trustee D.F. Antonelli, Jr. and his wife, Judith, in 1986 to provide funds to exceptional and needy students.

Mustaf Barzani Peace Fellowship: This fund provides assistance to two graduate students each year with a demonstrated commitment to global Kurdish studies. Each applicant must submit an essay explaining how his or her degree will be used to contribute to the advancement of the Kurdish people.

Leo M. Bernstein and David I. Estrin Scholarship: Established by Wilma (B.A., CAS '60) and Stuart Bernstein (B.S., KCBA '60, Trustee) in honor of their fathers. Students in the Kogod School of Business are eligible.

Lura Bradfield Foundation Scholarship: Established by a generous gift in 1997 from the Lura Bradfield Foundation, this scholarship supports female students pursuing either graduate or undergraduate degrees. Bradfield scholarships are financially substantial and competition for them is strong.

Robert A. Bunnell (M.A., CAS '82) Scholarship: Established in 1992 by Claude A. and Sara H. Bunnell and friends to aid graduate students in journalism and public affairs.

Abbey Joel Butler Scholarship: This scholarship was established by trustee Abbey Joel Butler (B.S., KCBA, '59). Awards are made annually to a Kogod School of Business freshman who demonstrates outstanding academic merit and financial need. Priority is given to students from the New York City metropolitan area.

Allan Carney Memorial Scholarship in Fine Arts: In 1991 this scholarship was established by Magenta Carney Yglesias (B.A., CAS '79) in memory of her father, for students in the fine arts who exhibit financial need and academic excellence.

Carrasco Scholarship: Established by Marjorie Carrasco on behalf of the Friends of David Carrasco. It is awarded to a basketball student-athlete who demonstrates a real commitment to learning, athletic striving, and has financial need.

James Edward Miller Chapman Scholarship: This \$1,000 scholarship is available annually to an undergraduate student who is a resident of the District of Columbia and who is majoring in business or economics. This scholarship was established by the Chapman Education Foundation in 1984.

Grace L. Chavis-Butler Scholarship: Ms. Charvis-Butler, an alumna (B.S., CAS '54, M.A., CAS '55) established this scholarship in 1990 to support undergraduate scholarships for minority students.

Dr. Ronald Francis Crown Scholarship: Established by a generous gift in 1997 by Mrs. Gladys M. Crown, this scholarship supports student athletes with high GPAs who have lettered in at

least one sport. Preference is given to student athletes majoring in the sciences.

Cora and John H. Davis Foundation Scholarship: The Davis Foundation assists needy students. These scholarships were established in 1983.

Keith Fleer Scholarships in Communication and Public Affairs: Three scholarships were established by Mr. Keith Fleer (B.A., SGPA '64, J.D., '67) in 1993. Two are awarded in the School of Communication and a third is awarded in the School of Public Affairs. Priority is given to undergraduate students with junior status in good academic standing who have demonstrated outstanding merit and need. Preference is given to minority students in the School of Public Affairs.

Sylvia and Harold Greenberg Endowed Scholarship: Established in 1990 by Sylvia Kay Greenberg, a trustee, and her husband, Harold Greenberg. The income from the fund is used to support an undergraduate student in the performing arts.

Ernest S. Griffith Scholarship: This scholarship was established in 1965 to aid students enrolled in the School of International Service.

William Randolph Hearst Minority Scholarship: The Hearst Foundation established an endowment fund in 1983 to support a scholarship program with preference for minority undergraduates. Recipients are chosen based on academic achievement, motivation, and financial need.

Hechinger Foundation Scholarship: In 1983 the Hechinger Foundation established an endowed scholarship fund, the income of which is awarded on an annual basis. First preference is given to black undergraduate students from the District of Columbia who are majoring in business.

Johnston Trust Scholarship: Provides financial assistance to full-time undergraduates who exhibit academic promise.

Adnan Khashoggi Scholarship: Established in 1983 by Adnan M. Khashoggi, a scholarship is awarded annually to an outstanding undergraduate who demonstrates substantial financial need.

Kovler Family Scholarship Fund: This scholarship was established by the Blum-Kovler Foundation in 1993 for undergraduate students majoring in finance in the Kogod School of Business who exhibit financial need and academic excellence.

Frank J. Luchs Memorial Scholarship: This scholarship was established by trustee Kenneth Luchs in memory of his father Frank J. Luchs. It is awarded by the Kogod School of Business to students pursuing a career in real estate or business administration.

Marriott Foundation Scholarship: Established by a generous gift in 1996 from the J. W. Marriott Foundation to assist minority transfer students.

Charlotte W. Newcombe Foundation Scholarship: The Charlotte W. Newcombe Foundation made its first annual gift to American University in 1981 to fund scholarships for mature second-career women students attending full- or part-time. Students should have completed half the credits necessary for their bachelor's degree before applying for the fund.

Charles Coolidge Parlin Scholarship: This scholarship was established in memory of Charles Parlin, a past member of the Board of Trustees at American University, through a gift by the Celanese Corporation. Students who demonstrate leadership qualities and academic excellence are considered for this scholarship.

Sara Presciutti Memorial Scholarship: Established by the family and friends of the late Sara Presciutti (CAS '96) in 1993, this scholarship is awarded to a student with an interest in Italian studies.

Theodore Reid Scholarship: Established by Minerva Reid on behalf of her husband Theodore in 1993. It is awarded to women and minorities, with preference for Native Americans, majoring in science and technology.

Nancy C. Reynolds Scholarship: Established in 1992 to support scholarships for students attending the Washington Semester Program.

Frank and Anthony Rodriguez Memorial Scholarship: An endowed scholarship established in 1991. Interest from this account is used to provide a scholarship to an outstanding undergraduate student, with preference given to Hispanic students.

Jack B. Sacks Scholarship: Awarded to a deserving student for academic achievement in the field of business and advertising or marketing.

Abdul Aziz Said Phi Epsilon Pi Scholarship for Diversity: This partial scholarship is awarded to an undergraduate student with a demonstrated commitment to diversity. Applicants must submit an essay outlining their understanding of, commitment to, and intentions to enhance diversity at American University and beyond.

Agnes Gordon Sampson Scholarship: Established in 1986 to provide undergraduate scholarship support to students, with preference given to minority students.

Anthony Schwartz Scholarship: Established in 1989 in memory of former faculty member Anthony M. Schwartz by his wife, Jane, family, and friends, to aid chemistry students in their summer research.

Shaskan Family Scholarship: Made available by Mr. and Mrs. George B. Shaskan and family, this scholarship is awarded to a deserving undergraduate. Mr. Shaskan is an alumnus of the university (M.A., CAS '43).

Southern Management Corporation Scholarship: Established in 1992 by trustee Suzanne Hillman (B.S., KCBA '75) and her husband, David Hillman, to provide financial assistance to deserving business students with preference given to residents of Prince Georges County, Maryland.

Solon E. Summerfield Scholarship: In 1982, the Summerfield Foundation established an endowed scholarship fund to aid deserving undergraduate students.

Michael Trilling Memorial Scholarship: Established in 1989 by the family and friends of Michael Trilling (B.A., CAS '63). This is a two-year award given to graduate students. The recipient is required to work in the Department of Athletics and Recre-

ation's Sports Information office during the term of his/her award, provided the student remains in good academic standing. Nominations are made by the director of Athletics and Recreation.

Jayne Valecce Scholarship: Established by the Valecce family in memory of their daughter, Jayne (B.A., SGPA '81). The Valecce scholarship provides funds to a student with financial need who works in Financial Aid.

Vollmer Scholarship: Established by the Vollmer Foundation in Venezuela in 1994. Awarded to graduate students from the

College of Arts and Sciences. Preference is given to students from Venezuela.

Harry J. Wheaton Scholarship: Established by a generous gift in 1996 from the widow of Harry J. Wheaton, a former faculty member at American University. The scholarship supports undergraduate or graduate students in the Kogod School of Business who demonstrate academic merit.

ZBT Endowed Memorial Scholarship: This scholarship was established in 1992 in memory of deceased ZBT brothers. It is awarded to undergraduate students in good academic standing who are members of the Zeta Beta Tau fraternity or the son or daughter of a former ZBT member.

Graduate Financial Aid

Application for Financial Aid

American University has an extensive program of scholarships, loans, and grants. Graduate honor awards, fellowships, assistantships, and study grants are available. The federal programs in which American University participates include: Federal Perkins Loans, Federal Direct Stafford Loans, and Federal Work-Study (FWS).

All new or readmitted graduate students must follow these steps to receive priority consideration for financial aid:

- Submit admissions applications and all necessary supporting documents to the appropriate school or department by the established deadlines.
- Complete a Free Application for Federal Student Aid (FAFSA) for federal aid and apply for admission by February 1 to be considered for fellowships and assistantships. The FAFSA should be received by the federal processing center by March 1 in order to meet the financial aid priority deadline. The AU code number for the FAFSA is 001434.
- Complete and submit any other documents as requested by Financial Aid.

Note: The application deadline for fellowship and assistantship consideration is February 1. The March 1 deadline for the FAFSA is for federal aid only.

New students should not wait to be admitted before filing the FAFSA. A financial aid application has no bearing on a student's admission application. However, a student will not receive final consideration for aid until he or she is admitted to a degree program.

Notification

Financial Aid carefully reviews the student's financial situation. If the student is eligible for assistance and monies are available, a financial aid award is made.

Financial Aid notifies applicants who meet the priority deadline via mail as soon as possible after receipt of all application material. New students should note that they must be admitted to a degree program before any action will be taken on their financial aid application.

Notification Dates:

| | |
|-----------------------------|--------------------|
| New Graduate and Law | May 1 |
| Continuing Graduate and Law | Beginning mid-June |

Financial Need

The student's financial need is defined as the difference between the total cost of attendance and the expectation of assistance from the student, as determined by the FAFSA form. All financial aid is based on the assumption that students will contribute a reasonable amount to meet educational expenses. Students are encouraged to inform Financial Aid should major changes in their financial situations occur.

Estimated Cost of Attendance

Graduate:

| | |
|--|---------------|
| Graduate tuition (9 credit hours per semester) . . . | \$14,274* |
| Student Fee | 290 |
| Books and Supplies | 800 |
| Room and Board | 10,704** |
| Personal and Travel Expenses | 3,050 |
| Total | 29,118 |

* M.B.A. program tuition is \$21,986 per year. Total estimated cost of attendance for this program is \$36,156.

** For students living at home, or off-campus but not with parents, adjustments to these room and board averages will be necessary.

Satisfactory Academic Progress

Recipients of federal (Title IV) or institutional funds must maintain satisfactory academic progress toward their degree objective to remain eligible for financial assistance.

Minimum Standards

- Full-time graduate financial aid recipients must maintain at least a 3.0 cumulative grade point average and complete 18 credits hours per academic year.
- Part-time graduate financial aid recipients must maintain at least a 3.0 cumulative grade point average and complete four-fifths (80 percent) of all attempted credit hours.

- All students must complete their academic program within 150 percent of the normal time limit of that academic program as defined in the *Academic Regulations*.
- Merit-based scholarship recipients may have different standards than those listed above. Please refer to the original award notification regarding merit award eligibility criteria.

Special Considerations

The following alternative grading options do not count toward the grade point average but do have an impact on students' satisfactory academic progress:

- Withdrawals (W), Administrative Withdrawals (ZL), Audits (L), and Fails on Pass/Fail option (ZF) count as credits attempted but not earned, and have no impact on the grade point average.
- Incompletes (I), Unreported Grades (N), and Administrative Failures (ZX) count as credits attempted but not earned, and are factored as a grade of F.
- Pass (P) counts as credits attempted and earned, but has no impact on the grade point average.
- In Progress (IP) courses are excluded from the calculation in the initial academic progress evaluation. Students have one calendar year from the beginning of the course to successfully complete the course. If not completed in that time frame, the course counts as credits attempted but not earned, and is factored as a grade of F.

Frequency of Monitoring

Each student's academic progress is measured once yearly in June, after spring grades are posted. Financial Aid will notify in writing students who are not making satisfactory progress.

Academic Appeals

All questions regarding the factual substance of academic records and all requests for changes to those records must be made to the academic departments. The *Academic Regulations* describe the petition process. Financial Aid has no authority to alter the academic record of a student.

Re-Establishing Financial Aid Eligibility

For a student who has failed to maintain satisfactory academic progress, eligibility for financial aid funds may be re-established in a number of ways. Among these are: the petitioning process described in the *Academic Regulations*; the changing of a grade; summer session attendance; and the completion of incomplete or in progress courses. Please note that funds are not set aside for students in these circumstances, even if the appeal is granted, funds may not be available at that time.

Financial Aid Appeals

On occasion, a student may fail to maintain satisfactory progress due to very serious circumstances that caused a major disruption to that student's ability to successfully complete his or her course work. **Students with mitigating circumstances must request reconsideration in writing to Financial Aid prior to July 1.** The request should include a comprehensive description of the circumstances and documentation from at least two qualified persons who can verify the information. The Appeals Committee will review the appeal, make a recommendation and send a letter of response to the student.

Refund and Repayment Policy

For a description of American University's refund policies regarding tuition, housing and board charges, see Refunds and Cancellation of Charges earlier in this chapter.

The American University refund policy does not apply to first-time American University students. A "first-time student" is defined in Federal regulations as any student who has not attended at least one class at American University, or who received a full refund for previous attendance at American University.

Federal (Title IV) Financial Aid Recipients

As federally mandated, federal (Title IV) aid recipients who withdraw from classes are subject to the following refund policy:

- **Complete withdrawal from all classes:** Students who withdraw from all of their classes before completing the first 60% of the semester will have a portion of their *university charges* and *financial aid* prorated based upon their length of attendance during the semester. Students who do not officially withdraw during this period will have no portion of their university charges refunded. Based on this proration of charges, all or a portion of the student's aid will be returned to the appropriate Title IV financial aid program.
- **Partial withdrawal from classes:** Students who withdraw from some but not all of their classes at any point during the semester will have their *financial aid* recalculated based upon the final number of credit hours enrolled.
- **All students:** Students who withdraw before the end of the semester may be required to repay funds that were received based upon a prior enrollment status. The university will use a federally mandated formula to determine whether or not a student received an overpayment. Overpayments may be withdrawn from a student's account without prior consent. If a student receives a refund on funds that are deemed an overpayment, the student may owe the university or the federal government that overpayment. Failure to repay an overpayment may result in the loss of future financial aid eligibility in addition to other university privileges.

Questions about how the refund and repayment regulations may affect a student's financial aid should be referred to the student's financial aid counselor PRIOR TO WITHDRAWING from the university.

The refund and repayment policy is contained in the *Academic Regulations* and *Schedule of Classes*. A copy of the Refund Policy and specific examples may be obtained from Financial Aid.

Federal Programs

To receive consideration for federal financial aid, a student must be a United States citizen, or eligible non-citizen, in a degree program.

Federal Loans

Federal Perkins Loan Program: This program provides low-interest loans for degree-seeking students who demonstrate financial need. A student may borrow up to \$5,000 per year with a maximum aggregate total of \$30,000 (includes undergraduate loans), but loan amounts are typically less, depending on funds available. Repayment begins nine months after graduation or the end of enrollment on at least a half-time basis (6 credit hours). The loan must be repaid within ten years. During the repayment period, 5 percent interest on the unpaid balance of the principal will be charged. Provisions for deferring or canceling payment are available in some situations.

Federal Direct Stafford Loan Program: A low-interest loan program available from the federal government. These loans are awarded and disbursed by American University Financial Aid. Graduate students may borrow up to \$18,500 each academic year. The federal government will pay the interest on all or a portion of the loan while the student is in school, depending on the amount borrowed and whether or not the student qualifies for an interest subsidy. Repayment of the loan begins six months after a borrower drops to less than half-time status (6 credit hours), and there are several payment plans available.

Federal Work-Study Program (FWS)

This program provides the opportunity to work part-time on campus, or off-campus in community service and tutoring positions. Students must demonstrate financial need and be enrolled at least half-time (6 credit hours). Students who have been awarded FWS may also utilize these funds in for-credit internships.

American University Programs

The university has a limited number of scholarships that are funded either annually or through endowment by gifts from private donors. Normally, recipients must demonstrate financial need, maintain a cumulative grade point average of 3.00 and meet specific donor criteria. Loans are available to needy students at American University on a short- and long-term basis. Funds are provided either by private endowments to the university or by the university itself. The qualifications for each of these programs vary according to the stipulations that the donors have made for the individual accounts.

For more information on restricted scholarships and loans open to graduate students, see Restricted University Loans and Restricted Scholarships listed under Undergraduate Financial Aid above.

Graduate Merit-Based Awards

The university has established the following awards to assist graduate students:

Graduate Fellowships normally provide the recipient with a stipend and 24 credit hours of tuition remission in degree-related courses in a given academic year. Fellowships are given to full-time graduate students to assist them in completion of their programs of study and therefore carry no expectation that students will perform duties in the teaching unit.

Graduate Assistantships provide the recipient with a stipend and tuition remission for 6 to 24 credit hours of degree-related courses in a given academic year. Graduate assistantships carry a learning component in the form of an assignment that enhances and complements the student's academic program, such as a teaching assistantship, a research assistantship, or technical assistantship, which requires no more than 20 hours per week of supervised learning. The assignment is determined by the teaching unit and should be clearly related and contributory toward the academic objectives of the student's degree program.

Graduate Study Grants provide the recipient with tuition remission from 6 to 24 credit hours of degree-related courses in a given academic year. Graduate study grants carry a learning component in the form of an assignment that enhances and complements the student's academic program, such as a teaching traineeship, a research traineeship, or technical traineeship, which requires no more than 10 hours per week of supervised learning. The assignment is determined by the teaching unit and should be clearly related and contributory toward the academic objectives of the student's degree program.

Special Opportunity Awards are assistantships and graduate study awards as described above and granted under the same terms to minority students.

Hall of Nations Awards provide tuition remission only and are given to international students who do not have permanent resident status or U.S. citizenship.

Dissertation Fellowships provide recipients with a stipend and up to 18 hours of tuition in one year for dissertation seminar credits only. Dissertation fellowships are limited to students who have completed all doctoral course work and comprehensive examinations and who have an approved dissertation.

Hurst Scholars Awards carry an additional award beyond the standard fellowship or assistantship for doctoral students who have also received a graduate fellowship or assistantship.

Master's Scholar Awards carry an additional award beyond the standard fellowship or assistantship for master's students who have also received a graduate fellowship or assistantship.

Designated Awards

Massey Foundation Awards provide tuition assistance and are available only to Canadian citizens.

United Methodist Graduate Scholarships are available to members of the United Methodist Church who have strong academic records. Award amounts range from 8 to 12 credit hours of remitted tuition per academic year.

Washington College of Law Scholarships and Grants

Students in the Washington College of Law should use the Free Application for Federal Student Aid (FAFSA) to apply for Federal Perkins Loans, Federal Direct Stafford Loans, and Fed-

eral Work-Study; those interested in applying for need-based tuition grants should contact the Washington College of Law for application information.

Special law school scholarships, established by friends of the law school and the university, provide tuition assistance for full-time students. For more information, call (202) 274-4040.

Veterans' Benefits

American University's degree programs are approved by the Educational Institution Licensure Commission, the state approving agency for the District of Columbia for enrollment of veterans (and eligible dependents of deceased or disabled veterans) for educational benefits under the various federal laws relating to veterans.

Forms and information may be requested from the Office of the Registrar, Asbury Building, second floor, (202) 885-2235.

New Students

New students entering American University must file a Veterans Application for VA Educational Benefits (22-1990) with a certified copy of DD-214 through the Office of the Registrar. Enrollment certification is then sent to the Veterans Administration by the Office of the Registrar to initiate benefits for the enrollment period.

Service men and women wishing to receive VA benefits for the first time must present the Serviceman's Application for VA Educational Benefits (22-1990). This form must be signed by the Education Office and the Commanding Officer.

Transfer students who have received VA educational benefits at another college or place of training and wish to receive VA benefits for the first time at American University should file a Request for Change of Program or Place of Training (22-1995) through the Office of the Registrar. This form will then be sent to the VA's regional office in Washington, D.C. with the Enrollment Certification (22-1999) completed by the university.

Continuing Students

Continuing students need only file the American University VA claim card for educational benefits each semester with the Office of the Registrar. All changes in registration (adds, drops, and withdrawals) must be reported to the Veterans Counselor in the Office of the Registrar.

Payment and Financial Responsibility

With the exception of disabled veterans who are training under Vocational Rehabilitation, all beneficiaries of educational benefits from the VA are personally responsible for the payment of their bills to the university. These persons should come to the

university financially prepared to pay tuition and fees. The VA checks for educational benefits are sent directly to the student or address designated on the American University claim card. Students who wish to receive advance payment must file an advance payment request form. Students who request and are granted advance payment pick up only the first check issued through the Office of the Registrar. Thereafter, the checks are sent directly to the student or address on file with the VA. It takes six to eight weeks from the time of filing a veterans semester claim card with the Office of the Registrar for the first check to arrive. Veterans whose claim cards are completely filled in will have their claims processed first. Incomplete claim cards (e.g., no file/claim number) will be processed last.

The Veterans Administration interprets "completion of credits" differently from the university, and this difference should be noted. VA benefits are awarded on the basis of the expected completion of a certain number of credits each semester as stated on the Veteran's Certification Form. Completion is defined to mean grades of A, B, C, D, F, P, or ZF. However, veterans who drop below the anticipated level by receiving a W, L, or N will be in overpayment status, according to the Veterans Administration. Future benefits will be reduced for later periods of enrollment or, should no further enrollment occur, students would have to refund money directly to the Veterans Administration. The VA directs the university to notify them of a change in status for students during or immediately after the end of the month in which the change occurs. Thus, when the Office of the Registrar learns in the third or fourth week of May that a veteran has reduced his or her credit hours of enrollment because of withdrawals, audits, or no grade reported, it notifies the VA immediately after the end of May (in early June). Under mitigating circumstances exceptions to the above policies may be made through the Veterans Administration Regional Office.

While every effort has been made to provide accurate and complete information, changes in federal regulations and university policy may occur at any time without notice, and students should use this material as a general guide.

Student Services

- **Student Learning and Development Services**
- **Campus Life Centers**
- **Intercultural Programs and Services**

Recognizing students' unique needs and the diversity of American University's student body, the Office of Student Services promotes students' integration into an inclusive university community and supports and complements students' preparation for lifelong learning and global citizenship.

The Office of Student Services is guided in this mission by assessment of students' characteristics, dedication to service and advocacy for students, and accountability for our actions. The Vice President of Student Services is the chief student affairs officer of the university and reports to the president. The Office of the Vice President of Student Services is located in Butler Pavilion 401, (202) 885-3310.

The Office of the Dean of Students is committed to cultivating an environment that enriches and supports student development. The office assumes leadership in providing advocacy for students. It provides information, referrals, and other assistance to students, and works closely with academic and administrative units to promote student success.

The goals of the Office of Student Services are achieved through the programs and services of the offices described in this chapter.

Student Learning and Development Services

The primary purpose of Student Learning and Development Services is to assist students in developing the competencies that are critical for success in the academic setting and beyond. Collaboration with faculty is at the core of its programming and serves to strengthen its benefits for students. Through the services and programs provided, students may acquire specific skills that are directly applicable to their course work.

Academic Support Center

The Academic Support Center offers programs and services to all university students to help them develop the learning skills necessary for academic success in college. Services include individual instruction in time management, textbook reading, note taking, and exam preparation. Students may also take advantage of study skills workshops, referrals for peer tutors, writing assistance, and supplemental instruction in selected courses. Services for students with learning disabilities and ADHD include help with accommodations, a writing lab, a computer lab, and the Learning Services Program for freshman. Other programs include Excel and the Academic Support Program for Student-Athletes. Services are provided free of charge, except for

special program fees and modest fees for peer tutors. The Academic Support Center is located in Mary Graydon Center 243.

For more information, call (202) 885-3360 or visit <www.american.edu/oss/asc>.

Community Service Center

The Community Service Center provides a range of opportunities for diverse members of the university community to challenge their beliefs, explore new cultures, and share their unique experiences through public service. It cultivates a sense of global citizenship that demands both public service and civil action, while supporting and developing responsibly-planned service activities and community partnerships that benefit all parties involved. Students and faculty utilize the resources of Washington, D.C. to forge academic learning connections between classroom and community through service-learning.

Some of the projects and programs that are available to the community are Freshman Service Experience, the Volunteer Clearinghouse, D.C. Reads, Community Service Floor, and Community Service Learning Projects. For more information, call (202) 885-3394 or visit <www.american.edu/volunteer>.

Counseling Center

The Counseling Center is located in Mary Graydon Center 214. Counseling and programs are available to help students develop the skills and insights they need to understand their own feelings and behaviors, solve personal and interpersonal problems, and thrive in the university environment.

The center offers individual counseling, crisis intervention, groups and workshops, referrals to off-campus resources, and self-help materials. Counselors also provide consultations to students, faculty, staff, and parents, and conduct classes and workshops on topics related to students' well-being (e.g., stress and anxiety, depression, eating and body image concerns). In addition, the Counseling Center administers the university's standardized testing program (GRE, LSAT, PRAXIS, MAT, etc.).

The center's staff includes psychologists, social workers, a consulting psychiatrist, and graduate-level trainees. Services are confidential in accordance with professional and legal standards and are free of charge. For more information, call (202) 885-3500 or visit <www.american.edu/oss/counseling>.

Disability Support Services

The staff of Disability Support Services works with persons who have temporary or permanent disabilities to facilitate their full participation in academic programs and campus activities. Support services are intended to remove competitive disadvantages so that students with disabilities may realize their full potential and objectives. This office also provides consultation and in-service training for faculty, staff, and students, with the overall goal of ensuring a campus environment that is welcoming to individuals with disabilities. The office is located in Mary Graydon Center 206. For more information, call (202) 885-3315 (V/TDD).

Campus Life Centers

Kay Spiritual Life Center

The Kay Spiritual Life Center is an interfaith house of worship and home to a rich array of faith communities, cultural and educational programs, student organizations, feasts, festivals, circles of prayer and activism. In keeping with the university's commitment to inquiry and diversity, the Kay Spiritual Life Center seeks to be not only a center for religious life, but a place where people of conscience, intellect, and spiritual curiosity come with their questions, their dreams, and their struggles. The center fosters a climate of interfaith understanding and openness, in which matters of faith and value are recognized as an integral part of human growth and university life.

Judicial Affairs and Mediation Services

Judicial Affairs and Mediation Services provides an organized judicial system founded on principles of equity, fairness, and due process for the resolution of grievances in the American University community. In addition, this office promotes the learning and use of alternative dispute resolution methods.

Judicial Affairs addresses alleged violations of the Student Conduct Code, Regulations for Student Conduct in the Residence Halls, and other university policies. The Conduct Council is a community review board composed of students, faculty, and staff members that provides an excellent experiential learning opportunity. All students, regardless of their majors, are encouraged to take active roles in the judicial system on campus.

American University's Mediation Services (AUMS) provides resources for the resolution of interpersonal and inter-group conflicts to all members of the AU community. AUMS helps parties learn about sources of and responses to conflict and their roles in this dynamic process. Services include conflict consultation, assessment and evaluation, mediation, facilitation, and post-conflict reconciliation. Services are confidential and free of charge to all students, faculty, and staff. AUMS also provides alternative dispute resolution (ADR) and conflict management skill-building workshops. Students, faculty, and staff are welcome to participate in basic mediation skills training offered each semester.

Judicial Affairs and Mediation Services is located in Butler Pavilion 408. For more information, call (202) 885-3328.

New Student Programs

New Student Programs designs and coordinates orientation programs for first year, transfer, and graduate students. Through summer, fall, and spring orientation programs, the staff assists new students in their transition to American University. The office also coordinates Family Weekend in October and other programs to enhance the quality of life for all American University students. For more information, call (202) 885-3303.

Regular services of worship and religious observances are held throughout the year by Buddhist, Catholic, Church of Jesus Christ of Latter Day Saints, Jewish, Muslim, Pentecostal Holiness, Protestant, and Unitarian Universalist communities. Meditation from a variety of traditions is also offered. In addition, the center sponsors special interfaith celebrations, as well as a variety of workshops, panel discussions, retreats, outings, and social action opportunities.

Student organizations involved in the work of the center include: Americans for Israel Public Affairs Committee (AmeriPac), Amnesty International, AU Gospel Choir, AU Movement for Global Justice and Responsibility, AU Solidarity Committee, Catholic Graduate and Law Student Association,

Catholic Student Association, Chi Alpha Christian Fellowship, EcoSense, Free Burma Coalition, Habitat for Humanity, Jewish Greek Council, Jewish Student Association, Latter Day Saints Student Association, Muslim Student Association, ReJOYce in Jesus Campus Fellowship, Protestant Community, Unitarian Universalist Student Association, and United Methodist Student Association.

Chaplains from the diverse faith traditions assist in organizing events and are available to students, faculty, and staff for pastoral counseling and spiritual direction, residence hall programming, advisement on issues of faith and ethics, life events, baptisms, bat/bar mitzvahs, weddings, and memorial services.

The Center for Community Action and Social Justice (CASJ), which functions under the chaplain's office, is a student-run office that serves as a resource for AU students working for responsible social change.

The Kay Spiritual Life Center is located at the north end of the Friedheim Quadrangle. Hours of operation are 9 a.m. to 5 p.m., Monday through Friday. To schedule an appointment call (202) 885-3320 or visit <www.american.edu/oss/kay>.

Residential Life and Housing Services

Residential Life and Housing Services (RLHS), located in the Rockwood Building, is responsible for daily operations in American University's residence halls as well as management of the professional and student staff. Complementing the goals of the Office of Student Services, RLHS seeks to create and maintain an environment that fosters intellectual, social, and emotional growth. The staff works to provide a safe and comfortable living environment that encourages respect for individual rights and social responsibility.

Residential Life and Housing Services is responsible for applications for student housing, student room assignments, summer housing, and conference operations. Physical Plant is responsible for the maintenance of equipment as well as housekeeping in the residence halls. Residential Life and Housing Services staff oversee minor maintenance repairs.

American University's nine residence halls have distinct characteristics and offer a variety of living arrangements. Several special interest housing options are available in the halls, including the Community Service Floor, Honors Program, and Leonard Intercultural Hall.

Visitors to AU's residence halls must check in at the front desk and be escorted into and through the hall. Residents may not lend their access cards and keys to guests. There are no curfews; 24-hour visitation is the policy in each hall. However, non-resident guests must be escorted at all times. Overnight guests are permitted only with the agreement of the roommate. In all cases, overnight guests are limited to a 3-day stay. Residents are responsible for their guests' behavior and may be charged in lieu of their guests for violations of the Student Conduct Code and damage to university property.

Off-Campus Housing at American University serves AU students and the community by providing support to those looking

for housing, as well as to those who wish to list rental property. In addition to a comprehensive, up-to-date Web site of rental listings, information on landlord/tenant relationships and helpful hints and advice about the housing search process are also available.

Housing is available to undergraduate students on a first-come, first-served basis. For further information call (202) 885-3370.

Residence Hall Association

The Residence Hall Association (RHA) is the student government and program planning organization of the residence halls. RHA works with the Office of Residential Life and Housing Services to ensure that university policies and services are responsive to students' needs. The Executive Board, the highest branch of the RHA, is the link between the administration and students. The Executive Board, in conjunction with the hall and floor officers, organizes both hall and campus-wide programs. The Executive Board and hall councils are elected in the spring and serve a one-year term. Floor officers are elected at the beginning of the fall semester and serve a one-year term. Floor officers work with the Resident Assistants (RAs) to plan activities such as movie nights, study breaks, and forums.

RHA provides both social and educational programming within each hall and across campus. For more information, call (202) 885-1RHA (x1742).

University Center

The mission of the University Center is to provide a welcoming environment for AU students, faculty, staff, alumni, and visitors, and to support programs, activities, and services that promote community, individual growth, responsible citizenship, and a global perspective. The staff includes event service coordinators to facilitate events held in the center's facilities and an information desk staff at the entrance to Mary Graydon Center. The University Center administrative office is located in Mary Graydon Center 274.

Student Activities

Student Activities is a major component of University Center administration. It promotes and supports activities that appeal to a diverse community and aims to create meaningful extracurricular experiences that complement students' academic work. Staff members serve as advisors, mentors, and trainers who foster an inclusive community and help prepare students for life-long learning and global citizenship. The assistant director advises the student government executive committees, the *Eagle* Board of Directors, the Media Board, and the Student Confederation and Club Council. Program advisors advise student clubs and organizations and student government departments. The media specialist consults with media groups on programming and technology, coordinates equipment acquisition and maintenance, and conducts training on equipment use. The University Center and Student Activities staffs work together to generate programs that meet the needs and interests of students

and promote the development of student leaders. Student Activities is located in Mary Graydon Center 274.

Student Clubs and Organizations

Many students enhance their collegiate experiences by getting involved in student-sponsored clubs and organizations. Student Activities recognizes over 100 student organizations. These organizations span a wide range of interests, including social life, academics, business, fellowship, music, journalism, service, recreation, and religion, and allow students to develop their talents and enhance communication skills.

Membership in student clubs and organizations is open to registered American University students and can provide opportunities for meeting other students, networking with faculty and staff, learning outside the classroom, and developing leadership. For more information call (202) 885-3397. A complete list of clubs and organizations is available at (202) 885-3390 or <www.american.edu/oss/sauc/clubs/>.

Student Government

Student government at American University is divided according to three primary constituencies into the Student Confederation (SC), the Graduate Student Association (GSA), and the Residence Hall Association (RHA).

Student Confederation

The Student Confederation (SC) is the undergraduate student government at American University. The SC represents student interests, advocates for student concerns, and provides service to the student body. The SC executive office is the administrative branch of the SC and is located in Mary Graydon Center 270. It can be reached at (202) 885-6400 or at <www.studentconfederation.edu>.

The General Assembly (GA) is the legislative branch of the SC and is located in Mary Graydon Center 269. The GA is responsible for allocating student activity fees to SC departments, enacting legislation to further the interests of undergraduate students, approving rules and regulations governing the SC, and acting as a forum for student concerns.

The Student Confederation Club Council (SCCC) is the governing board for all undergraduate clubs recognized by Student Activities. One of four caucuses—ethnic and cultural clubs, religious clubs, service and professional clubs, and special interest clubs—represents each club. The SCCC is responsible for allocating student activity fees to the clubs.

The Student Union Board (SUB) is the social programming division of the Student Confederation and books bands, comedians and other talent, and shows movies.

The Kennedy Political Union (KPU) is a nonpartisan student lecture bureau. Founded in 1968, KPU has grown into a nationally respected lecture series.

The Black Student Alliance (BSA) represents African-American and African students' interests at American University. Throughout the year, BSA sponsors events and activities surrounding issues of multiculturalism. The organization also functions as a support system for students of color, and as a vehicle for voicing their concerns to the university community.

The International Student Association (ISA) is the elected representative voice for international students attending American University. ISA provides advocacy for international students, ensuring that their views and concerns are heard. ISA also promotes the integration of the American and international communities by conducting events which raise awareness about cultural identities, and encourage cross-cultural learning and cultural sharing.

Student Media

The student community supports and manages the following campus media:

- A-TV is a student-operated television station that airs news, sports, and entertainment programs as well as programs from University Network and Channel America. Located in Mary Graydon Center 226, A-TV broadcasts to residence hall lounges and rooms except the Tenley Campus. For more information, call (202) 885-2222 or visit <www.tv/wvau>.
- *American Literary* (AmLit) publishes student works of creative art, photography, and literature. It is located in Mary Graydon Center 248. For more information, call (202) 885-6414 or visit <www.american.edu/oss/amlit>.
- *American Word* is an on-line newsmagazine written by students about students and student-related issues. To contact *American Word*, visit <www.auword.org>.
- *The Eagle* is American University's student newspaper, published weekly during the academic year and twice during the summer months. The newsroom and business offices and located in Mary Graydon Center 252. To contact *The Eagle*, call (202) 885-1400 or visit <www.theeagleonline.com>.
- *The Talon*, the American University yearbook, captures the issues, events, and people that mark each academic year. *The Talon* office is located in Mary Graydon Center 250. To contact *The Talon*, call (202) 885-1402 or visit <www.talon.american.edu>.
- WVAU is a student-operated radio station and airs a contemporary music format along with a variety of sports and entertainment programs to the campus residence halls. To contact WVAU, call (202) 885-1212 or visit <welcome.to/wvau>.

Graduate Student Association

The Graduate Student Association (GSA) comprises the Executive Committee and the General Assembly. It is the governing body of American University's graduate students. The GSA represents graduate students at University Senate meetings, provides a voice for graduate students to the university administration, and organizes events and projects for the graduate community. These include the Faculty Lecture Series, *The Graduate Review*, and the Winter Gala. GSA also supports the events and projects of the schools represented within the Graduate Student Association. The GSA is located in Mary Graydon

Center 214. It can be reached at (202) 885-2472 or at <www.gsa.american.edu>.

Student Health Center

The Student Health Center (SHC), located on the first floor of Nebraska Hall, provides primary medical care, minor emergency care, gynecological care, immunizations, allergy injections, and health education services to students. The SHC fee is included in charges for university housing. Students who live off campus and do not pay residence fees are assessed a \$45.00 charge on their first SHC visit each semester. Routine office visits are covered by the health fee, but additional charges may be assessed for the allergy clinic, TB testing, immunizations, and other special services.

The clinical staff consists of registered nurses and physician assistants, supported and supervised by two internal medicine physicians. These primary care practitioners initiate treatment and coordinate all aspects of care, including referrals to specialists when indicated. Appointments are required for all non-emergency visits. To schedule an appointment, call (202) 885-3380. Evaluation by a screening nurse is available for walk-in patients.

Immunizations

District of Columbia law requires all students under age 26, attending schools within the District, to provide proof of having had the following immunizations:

- Two vaccinations against Measles, Mumps and Rubella (MMR), given after one year of age and at least 30 days apart
- One Tetanus/Diphtheria booster given within the preceding 10 years

An immunization form is available through the SHC and should be completed in conjunction with a physician visit in order to consolidate records and update any missing immunizations. Incomplete immunization records, invalid dates, or forms which lack a validating stamp cannot be processed and will de-

lay registration. Enrolled students may obtain immunizations at the SHC for a nominal charge. Additional information can be obtained by calling (202) 885-3384.

Health Education Program

The Health Education Program, supported by a Wellness Coalition of interested students, faculty, and staff, promotes student health and wellness activities on campus throughout the year. Outreach activities include residence hall programs, a campus-wide Health Fair, alcohol and other drug awareness programs, and general health and women's health education teams.

Student Health Insurance

Medical insurance is mandatory for all full-time degree students, resident students, and international students on F1 and J1 visas. Students who do not waive medical insurance are automatically billed for the university-sponsored insurance plan. Policy information and insurance ID cards are mailed to students' permanent residences in mid June.

Medical insurance coverage is available at an additional cost to part-time students carrying at least 6 credit hours, spouses, domestic partners, and children of students enrolled in the student health insurance plan. For information or to obtain an insurance form, call the Student Insurance Office at (202) 885-3378.

Tuition Refund Insurance Plan

The Tuition Refund Plan can minimize financial loss incurred in a medical withdrawal from the university. This elective insurance plan provides coverage for tuition and housing charges. The plan extends and enhances the university's published refund policy. Students are assured a 100 percent tuition refund throughout the term if withdrawal occurs for medical reasons (60 percent refund if the withdrawal is because of a mental/nervous disorder), even after the university's refund policy has expired. Housing charges are refunded on a prorated basis. To participate, applications and fees must be returned before the first day of fall semester classes. For premium and other information, please contact the Student Health Insurance coordinator at (202) 885-3378.

Intercultural Programs and Services

The primary goal of Intercultural Services is to enhance the quality of student life and to foster one of the university's distinctive educational characteristics, which is its cosmopolitan and multicultural campus population.

Multicultural Affairs

Multicultural Affairs advocates for an inclusive campus environment that values a pluralistic perspective by collaborating with all segments of the university to provide academic support for ethnic minority students, and educational programming and resources for all. The staff provides counseling and tutoring services to African, Asian/Pacific, Hispanic, and Native American

students, advises ethnic and cultural clubs, and addresses diverse cultural interests through lectures, seminars, historical tours, receptions, award ceremonies, and festival events.

Multicultural Affairs also administers the Frederick Douglass Scholarship Program, the Summer Transition Enrichment Program (STEP), and a mentoring program. The office, located in Mary Graydon Center 204, houses a modest library of historical and cultural materials, as well as career information for undergraduate and graduate students. For more information, or to be added to the Multicultural Affairs listserv, call (202) 885-3651 or visit <www.american.edu/oma>.

Gay, Lesbian, Bisexual, Transgender, and Ally Resource Center (GLBTA)

The Gay, Lesbian, Bisexual, Transgender, and Ally Resource Center works to strengthen and sustain an inclusive campus community that welcomes people of all sexual orientations and gender identities by providing support, educational resources, and advocacy. The Resource Center houses a library of books and magazines, hosts events and speakers, and conducts campus educational trainings on a regular basis. All programs are open to all members of the American University community.

The office is open 9 a.m. to 5 p.m., Monday through Friday, and is located in Mary Graydon Center 201. The Resource Center can be reached by phone at (202) 885-3346, by fax at (202) 885-1883, by e-mail at glbta@american.edu, or visit www.american.edu/glbta.

International Student Services

International Student Services (ISS) provides cross-cultural advising and programming to all members of the university

community, as well as specialized immigration support services to foreign students and exchange visitors.

ISS administers the United States Immigration and Naturalization Service's (INS) and the State Department's authorized international education exchange programs. These programs, also known as the F1 Non-Immigrant Academic and Language Student Programs and the J1 Exchange Visitors Programs, assist students, scholars, professors, researchers, and others who come to the university for temporary periods for the purpose of educational exchange.

To assist international students, specific and unique support services are provided in pre-arrival, arrival, on-going, and re-entry orientation and guidance; issuance of appropriate certificates of eligibility; assistance regarding academic, social, cultural or personal matters of a cross-cultural nature; practical training and work authorization permits; financial counseling and financial certification; student status letters when required for currency exchange permits, foreign governments, or private sponsors.

For more information, see the International Student Information chapter. ISS is located in Butler Pavilion 410, (202) 885-3350.

Career Services, Internships, and Merit Awards

- Career Development
- Internships and Cooperative Education
- Merit Awards

The Career Center is located in Butler Pavilion, 5th floor.
For more information on job listing, internships, and merit awards:
phone: (202) 885-1804
on-line: www.american.edu/careercenter

Career education is a life-long process and the Career Center is the place to begin. The Career Center offers a sequence of programs designed to accompany and enhance the student's academic studies. These integrated, comprehensive career services are available for American University students and alumni.

Students are encouraged to use the Career Center's services to develop career awareness as early as possible in their academic programs. The center's Internship and Cooperative Education Programs enable students to obtain field experience related to their education and career goals. The Office of Merit Awards helps undergraduate students identify, prepare and apply for a variety of merit-based scholarships, awards, and fellowships. The Career Development unit provides students and alumni with career decision-making assistance, job search coaching, expert career advising services, and the latest information resources. The Employer Outreach unit helps connect students with alumni and employers through networking programs, job and internship postings, job fairs, and interviewing programs.

All Career Center services may be pursued parallel to classroom learning throughout students' academic programs at American University. The following is a summary of a career decision-making process for each year of academic study:

Freshman: Exploring academic majors and career options.

Sophomore: Deciding academic majors, exploring scholarship and career options, and gaining hands-on experience through internships.

Junior: Focusing on career fields and gaining experience in specific careers through internships. Exploring graduate school and merit award options. Informational interviewing with alumni.

Senior/Graduate student: Determining and pursuing post-graduate goals of either an active job search or application for post-graduate study.

Career Development Services

Career Advising: Each of the colleges and schools of the university has a career advisor in the Career Center who counsels and coaches students on career development and employment issues.

Career Resource Library: Career exploration and job search assistance is provided through an extensive collection of career information, including directories, books, periodicals, Internet resources, and Discover (a computer-based career decision-making system). Peer advisors are available to assist students in learning about the resources they need. One computer is equipped with software that provides access for visually impaired students (JAWS).

Alumni Networking: Thousands of alumni are registered with the Alumni On-Line Community and are willing to speak with students about careers. Alumni are listed by professional field, college major, company, and geographic location, all readily accessible on-line.

Job Search Workshops: Workshops and materials are offered on resume writing, interviewing skills, salary negotiation and more. These are designed to help students make a planned transition from college to work and to take full advantage of internships and employment opportunities.

Self-Assessment Tools: The Myers-Briggs Type Indicator, Strong Interest Inventory™, and Discover are available to help students assess their career interests.

Special Events: Career Center staff host annual events such as two job and internship fairs and Career Week, which bring speakers and employer representatives from a wide variety of organizations to meet with students. In addition, students have access to numerous networking receptions with alumni employ-

ers, a Diversity Networking reception, and multiple employer presentations throughout the academic year.

Off-Campus Federal Work Study: Students who have received Federal Work-Study funds may explore working off-campus in a community service organization or tutoring through D.C. Reads.

Employment Programs

Job Listings: Using the latest technology, the Career Center lists thousands of jobs and internships on-line for students each year.

Recruiting Program: Graduating students who have signed-up with the Career Center may interview for a variety of permanent positions with recruiters who visit campus each year, and participate in the resume referral service.

Information Sessions: Sessions offered by employers, often prior to on-campus interviews, give students the opportunity to learn about the organization, career fields, and the interview process.

Job and Internship Fairs: Two fairs are held each year, one in the fall and one in the spring. Each typically attracts more than 120 employers from a wide variety of organizations.

Internships and Cooperative Education

In order to integrate the academic curriculum with professional experience, American University's for-credit internships enable students to earn credit for field experience related to their education and career goals. Many internships are paid and can be full- or part-time. Positions are with businesses; local, state, or federal governments; or community, social-service, or international organizations.

Full-time faculty from all university departments guide and evaluate students' experiential learning process in the internships. These experiences enable students to explore academic and career options, make career decisions, and prepare for entry into either an advanced degree program or the professional job market. Personal development, acquisition of independent learning skills, and a balanced education are other significant benefits to students participating in internships.

Eligibility and Degree Credit

Opportunities are open to qualified degree-seeking undergraduate and graduate students. Applicants must be in good academic standing and must obtain approval from appropriate academic advisors. Students must complete the freshman year (30 credit hours), a full semester as transfer students (12 credit hours), or 9 credit hours as graduate students before they are eligible. Undergraduates must have a minimum GPA of 2.00; graduate students must have a minimum GPA of 3.00. Schools

or departments may stipulate additional specific eligibility criteria.

Students may begin working with the Career Center to prepare to apply for positions at any time. Working with an internship advisor, qualified candidates apply directly to cooperating employers. Students register for credit with their academic advisors once an employer selects them for a position.

There is no guarantee of selection, nor is a student obligated to accept offers of employment. However, once hired under the auspices of the university's internship program, a student is expected to complete all employment and academic obligations agreed to at the time of registration.

Many jobs are reviewed and pre-approved for credit by internship advisors and faculty, and are posted on the Career Center Web site. The credit value depends on the duration of the work periods, the content of the job, and the academic assignments. Students are required to demonstrate what they have learned with written journals, papers, reports, portfolios, conferences, or seminars. Specific requirements are set by internship faculty in their syllabi.

Students working full time in credit-based experiences are considered full-time students by the university. Undergraduates enroll in xxx-391 Internship (1-6 credits) and graduate students in xxx-691 Internship (3-6 credits).

Cooperative Education in the Federal Government

Students earn credit for federal government work experience related to their education and career goals. Field experience courses should have both an academic and a work component. These specific internships can lead to noncompetitive appointments to career positions upon successful completion of the student's degree program.

Undergraduates must complete 30 credit hours with a minimum grade point average of 2.00 to be eligible. Graduate students must complete 9 credit hours with a minimum grade point average of 3.00. Departments may have additional prerequisites. Students must also obtain approval from their academic advisor and the Career Center.

Undergraduates enroll in xxx-392 Cooperative Education Field Experience (3-6 credit hours) and graduate students in xxx-692 Cooperative Education Field Experience (3-6 credit hours).

Internships

Credit-based internship opportunities are available abroad. Students should have a demonstrated knowledge of the language of the country in which they expect to work, and previous work experience. Several months lead time is essential to work toward securing these jobs. Information is available from the international internship advisor in the Career Center, 5th floor Butler Pavilion, at (202) 885-1804.

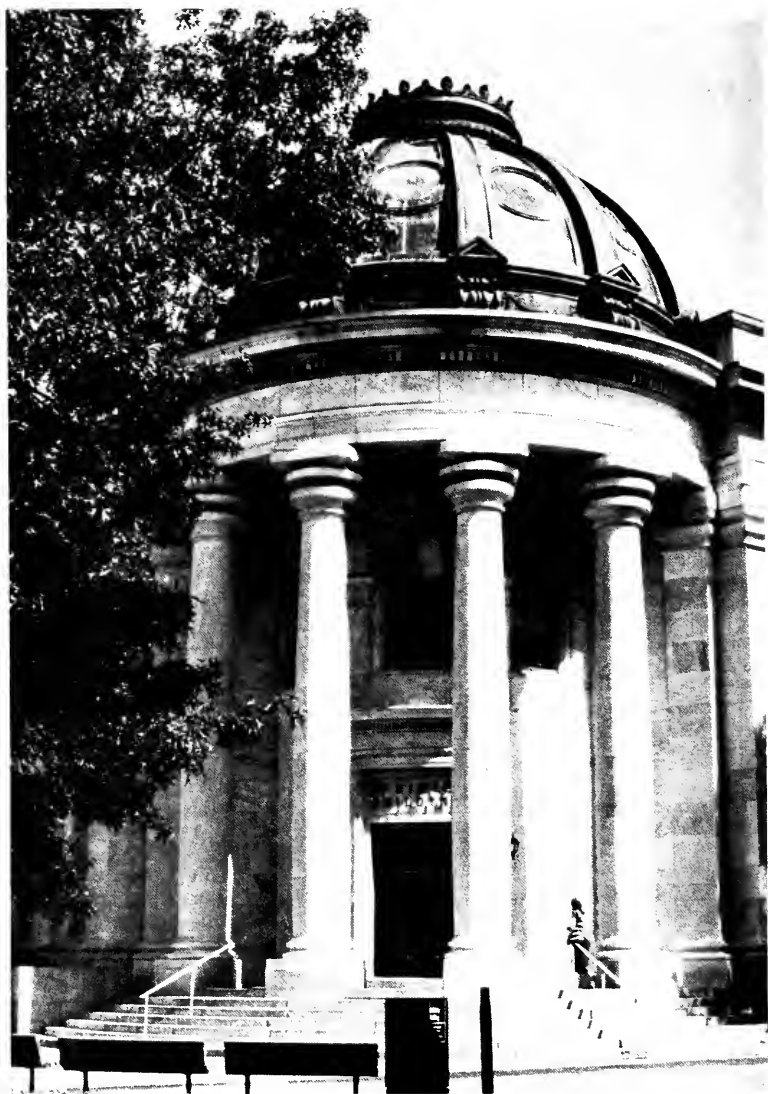
Office of Merit Awards

The Office of Merit Awards helps enrolled students compete for highly competitive merit-based awards, such as the British Marshall Scholarship, which provides two years of study at a British University; the \$30,000 Harry S. Truman Scholarship; the Goldwater Scholarship for undergraduate students in the sciences and math; and the Fulbright Grant for a year of research and graduate study in a foreign country. Awards also exist for nearly every major. American University students have been

awarded challenging internships, the chance to live abroad, and funds for graduate school.

Students work with the office's program director to identify appropriate awards and prepare competitive proposals. Appointments can be made through the Career Center front desk at (202) 885-1804. Students should begin thinking about awards early, as many are available to underclassmen.

For more information about merit awards and fellowships, contact the Office of Merit Awards, located in the Career Center, 5th floor Butler Pavilion, at (202) 885-1817.



Academic Information and Regulations

- **Academic Integrity and Student Conduct Codes**
- **Registration and Class Schedules**
- **Student Records and Graduation**

As part of providing a high-quality education, the university continuously examines its academic requirements. As a result, the information contained in this and other sections of this publication may be revised. Students should consult their deans or department chairs for any new requirements that may affect their individual programs of study.

Academic Integrity Code

The Academic Integrity Code for American University describes standards for academic conduct, rights and responsibilities of members of the academic community, and procedures for handling allegations of academic dishonesty. Academic dishonesty as defined by the *Code* includes, but is not limited to: plagiarism, inappropriate collaboration, dishonesty in examinations (in-class or take-home), dishonesty in papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations.

Violations of the Academic Integrity Code are treated seriously, with special attention to repeat offenders. After a second determination of guilt is established through formal review by a major teaching unit, a student will be suspended or dismissed.

Penalties for an academic offense may include one or more of the following: resubmission of the work in question, submission of additional work for the course in which the offense occurred, a lowered grade or loss of credit for the work found to be in violation of the *Code*, a failing grade of F or ZF for the course in which the offense occurred, denial of credit for the course in which the offense occurred, suspension for one or more academic terms, including the term in which the offense occurred, and dismissal (for a specified term or permanently) from the university. A notation of some *Code* violations is made on the student's permanent record.

By registering as a student at American University, all students acknowledge their awareness of the Academic Integrity Code. Students are responsible for becoming familiar with their rights and responsibilities as defined in the *Code* and are respon-

sible for knowing the requirements for their particular courses (regarding such issues as collaborative work, use of study aids, or take-home examinations). Students are responsible for learning the conventions of documentation and acknowledgment of sources required in academic discourse.

The Academic Integrity Code is incorporated in the university's *Academic Regulations* and may be found at: www.american.edu/american/registrar/aic.htm

Student Academic Grievance Policy

In the course of academic life, a student may come into disagreement with a faculty member or with the policies and actions of an academic unit as they affect the student's progress toward completion of a course or degree. In cases of complaint or disagreement over academic matters not resolved by consultation among the parties, the university provides the student the right to initiate a grievance procedure.

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Evaluation of students and the awarding of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, such as personality, physical disability, age, race, gender, sexual orientation, religion, national origin, degree of political activism, or personal beliefs.

Judgement regarding standards of evaluation for a student's academic performance is a faculty responsibility and is not grievable. Normally, only questions relating to whether a faculty member complied with the stated requirements of the course and applied standards of evaluation fairly and equitably are potentially grievable. Cases involving complaints about grades will be considered only when there is clear evidence that casts significant doubt on the objectivity of the grading process or indicates

that the faculty member failed to comply with the stated requirements of the course.

The procedures for consultation and informal resolution, formal process, and appeal for student academic grievances are found in the university's *Academic Regulations*.

Student Conduct Code

Each student is expected to adhere to established standards of behavior for members within the university community. Stu-

dents must abide by all federal and local laws as well as all policies and regulations of American University. The Student Conduct Code describes the rights and responsibilities for student conduct. By registering for classes or enrolling at American University, all students acknowledge their awareness of and agreement to adhere to the Student Conduct Code. The code is published annually in the *Student Handbook*, available from the Office of the Dean of Students and at: www.american.edu/handbook

Registration and Class Schedules

Registration

Registration is conducted on the dates specified in the *Schedule of Classes*. Students who register during advance registration are billed. During direct registration, students pay when they register. In order to register, a student must:

- be admitted to the university or be approved for enrollment for nondegree study
- clear any balances on his or her financial account
- complete the Advisement/Registration Authorization form
- secure approval from an academic advisor
- submit registration forms to the Office of the Registrar
- pay tuition and fees

Students registering after classes have begun must pay a late registration fee of \$50 in addition to other charges. Detailed information and instructions are published in the *Schedule of Classes*.

Students assume financial and academic responsibility for each course for which they register. Students are also responsible for properly registering for the courses they intend to take. Attending class and completing the required work do not constitute an official registration. Refunds, cancellation of charges, and release from courses are governed by the refund and withdrawal policies stated in this publication and the *Schedule of Classes*. Unless a course is canceled by the university, charges for it remain in effect and the student continues to be responsible for completing it unless the student drops the course or withdraws from the university.

The appropriate forms for these actions must be submitted to the Office of the Registrar. The date on which the Registrar receives the student's written notification of drop or withdrawal is the effective date on which academic action, refunds, and cancellation of charges are based. Discontinuing attendance in class or notifying an instructor of a status change does not constitute an official withdrawal or course change.

Changes in Registration

Student may add or drop a course or change the grade type (A-F or Pass/Fail) for courses in which they are registered during the periods specified in the semester's *Schedule of Classes*.

Students may not add a course after the second week of classes for fall or spring, with the exception of independent reading courses or study projects or cooperative education courses, which may be added through the fourth week of classes. Grade options may not be changed after the second week of classes.

A student may withdraw from a course from the beginning of a semester until the midterm date established by the Registrar. Withdrawal from courses used to satisfy the University Mathematics Requirement requires the approval of an academic advisor based on the placement recommendations made by the Department of Mathematics and Statistics.

When a student withdraws from a course during the first two weeks of a semester (or the equivalent for summer), the course will not appear on the academic record; withdrawal thereafter is noted with a "W" in place of a grade. After the midterm date, a course withdrawal will be permitted only with the approval of the dean or dean's designate of the student's school or college. The instructor's approval may be required, but in all cases the dean must confer with the instructor and inform the instructor in writing of the decision. A low or failing grade in the course is not grounds for a late withdrawal.

To effect any of these changes in registration, a Registration Change Form must be submitted to the Office of the Registrar with the appropriate approval signature or signatures. Detailed instructions are provided in the *Schedule of Classes* each term. Discontinuing attendance in class or notifying an instructor of a status change does not constitute an official action.

Audit Registration

A student who wishes to attend a class but who does not wish to participate, take examinations, receive a final grade, or receive credit for the course may register as an auditor. Tuition and fees for auditors are the same as those for students registering for credit. Changes to or from audit must be made before the last day to add a course.

Faculty may establish standards of class participation and attendance for auditing that must be met if a student is to remain in audit status.

Alumni Audit Program

Holders of earned degrees from the university may take one nontutorial course each fall, spring, and summer semester as auditors with tuition remitted; a nominal registration fee is charged. An alumnus or alumna wishing to audit a course is limited by the availability of space in the course during the late registration period. Registration under these terms does not include such courses as independent study, laboratory courses, private music instruction, honors courses, or maintaining matriculation. Credit hours are not reflected on the alumnus' transcript, nor is a grade assigned for the class. An alumnus or alumna who wishes to have a course reflected on his or her academic record, or who wishes to receive credit for the course, must enroll through the Registrar's Office as a part-time nondegree student and pay all applicable tuition and registration fees. For additional information, please call the Alumni Relations office at (202) 885-5960.

Nondegree Student Registration

A student who does not wish or is not ready to pursue a degree program but desires to take credit courses may be qualified to enroll as a nondegree student. Nondegree students may register for any university course for which they have the necessary academic background and qualifications. Many students begin their studies in nondegree status and apply the credit they have earned toward a degree program in one of the schools or colleges of the university.

Undergraduate-level courses are open to high school graduates; students in good standing at other accredited colleges and universities; students with an undergraduate degree; and high-school students who have a B average and the recommendation of their high school counselor or principal.

Graduate-level courses are open to students who have completed a bachelor's degree.

The following students ordinarily may not register in nondegree status:

- Students currently enrolled as undergraduate or graduate degree students in any of the member institutions of the Consortium of Universities of the Washington Metropolitan Area
- American University students who have not completed their degree programs
- Students who have been dismissed from American University or another college or university within the previous twelve months

Nondegree students begin registration with the nondegree advisor in the appropriate school or college.

Registration for Special Programs and Courses

Consortium Registration

The Consortium of Universities of the Washington Metropolitan Area combines the resources of twelve area universities and colleges. In cooperation with the Catholic University of America, Gallaudet University, George Mason University, the George Washington University, Georgetown University, Howard University, Marymount University, Southeastern University, Trinity College, the University of the District of Columbia, and the University of Maryland, American University offers qualified degree students the opportunity to enroll for courses at any of these institutions.

With the appropriate approvals, undergraduate and graduate degree students may take courses for residence credit at consortium institutions, provided the course is not offered at American University in a given semester. Off-campus courses, courses in law and medicine, independent study and reading courses, special institutes, and noncredit courses (except ROTC) are excluded from the consortium.

To be eligible for this program, students must be fully-admitted degree students, actively enrolled and in good academic standing. Course registration must be approved by the American University dean or department chair of the field of study for which registration is requested and by the Office of the Registrar. Students are responsible for securing approval at the cooperating institution when requested.

American University students must follow the registration procedures published in the *Schedule of Classes* and pay the American University tuition rate. Students registering for consortium courses will be billed for any special fees (such as lab fees) for the course.

Independent Reading and Study Courses

An Independent Reading course is defined as a course in which a student by prearrangement with an instructor reads a body of material with little formal instruction.

An Independent Study Project is defined as a course in which a student does research on a topic agreed on by the student and the instructor or engages in study deemed worthy of the student's efforts by the instructor responsible for the course.

Registration for these courses is held during the regular registration period for a semester or summer session. A student may add one of these courses until the end of the fourth week of a fall or spring semester or until the end of the second week of a summer session.

Before a student registers for an independently supervised course, the student and faculty member must agree on and document the title, objective, scope, and credit value (1-6 credit hours) of the project to be pursued. The head of the teaching unit must approve the project and the faculty member's involvement, and certify that the project does not duplicate a course being offered in the same semester that would be available to the student. If the course is to be used to fulfill University Honors Program

requirements, the approval of the teaching unit's honors coordinator and the approval of the Director of the University Honors Program are required.

It is expected that the student will meet periodically (or correspond if necessary) with the instructor to review progress. Students are generally expected to complete an independently supervised course within the semester of registration. At the discretion of the instructor, however, the time limit may be extended to the end of the second term following the term in which the student registered (including summer).

Students in independently supervised courses may be assigned conventional grades or pass/fail grades, according to the agreement made with the instructor before registration. A temporary grade of IP (in progress) will be assigned by the instructor at the end of the semester in which the student registered if an extension of the time limit has been approved. The IP grade must be resolved to a final grade by the end of the second term following (including summer). Any further extension must be authorized according to the regulations governing grades of Incomplete listed under "Grading System" in this chapter.

Community Service Learning Projects

Undergraduate students may have the opportunity to earn credit for community service performed in conjunction with courses in which they are enrolled. In addition to at least 40 hours of approved field work, community service learning projects require an academic component related to the course with which the service project is associated. Students earn one credit for each community service learning project they successfully complete, with a maximum of three credits applied to graduation. Only the pass/fail grading option is available. Registration follows the same procedure as for independently supervised courses, above. Permission of the instructor of the course is required. Student Services certifies community service organizations and provides orientation sessions for students.

Withdrawal from the University

Degree-seeking students who wish to withdraw from the university must go to the Registrar's Office to complete a Withdrawal Request form, for an exit interview and counseling, and for information on the refund policies and procedures of the university.

Nondegree students who wish to withdraw from the university should complete a drop form for each course for which they are registered and submit the forms to the Office of the Registrar.

Student Responsibility

Students are responsible for their behavior, academic and otherwise, at American University. American University expects that students, as mature members of the academic community, will adhere to the highest standards of personal and academic integrity and good taste.

To protect their academic status, students should seek the appropriate approval of their academic program advisors. It is

highly recommended that students keep their own records of all transactions with the university (grade reports, registration schedules and changes, incomplete forms, etc.).

It is also advisable to keep copies of all tests and papers submitted in fulfillment of course work.

University Liability

Faculty, students, staff, and guests are responsible for their personal property, clothing, and possessions. The university does not carry any insurance to cover losses of such articles nor does it assume any responsibility for such losses.

Class Schedules

Course Numbers

Each course is designated by a subject code and a course number. The subject code identifies a particular academic discipline or teaching unit in the curriculum; e.g. ANTH = Anthropology; ECON = Economics; ARTH = Art History. The numbers identify the level of the course as follows: 001-099 = no degree credit; 100-499 = undergraduate degree credit; 500-599 = graduate courses to which advanced undergraduate students may be admitted; 600-799 = graduate courses to which undergraduate students usually are not admitted.

Courses taken for undergraduate General Education credit have a "G" in the course number, e.g., HIST-100G.

Credit Hour Value

All undergraduate and graduate courses are valued in credit hours. Generally, each credit hour is equal to 50 minutes of class instruction a week.

Course Descriptions and Syllabuses

Descriptions of permanent courses currently in the university curriculum are listed by course number in this catalog. Nonrecurring and rotating topics course descriptions are published each semester in the *Schedule of Classes*. A syllabus describing the general nature and scope of each course is available from the department offering the course for three years.

Course Prerequisites

Many courses call for a minimum background of knowledge, as indicated by prerequisite courses cited in individual descriptions. Titles and numbers are those of American University courses; equivalent courses satisfactorily completed at other accredited institutions also meet prerequisite requirements by transfer credit.

Students are responsible for entering the class with the required competence. Thus, prerequisites warn students of the knowledge they are to bring with them in order to meet the expected standards of performance.

Class Periods

Day classes, except those on Wednesday and Saturday, ordinarily meet two days a week for 75 minutes a meeting. Wednesday classes ordinarily meet once a week for two hours and 30

minutes. Some classes meet three times a week for 50 or 60 minutes a meeting. Evening classes ordinarily meet once a week for two hours and 30 minutes or twice a week for 75 minutes a meeting. Classes at the 600- and 700-level may, in some cases, meet for a total of two hours a week at the discretion of the teaching unit concerned.

Courses involving laboratory, studio, discussion groups, or workshops may vary from these schedules. Independent reading courses, study projects, internships, and similar kinds of study opportunities meet according to the special arrangement with the school, department, or faculty members concerned.

Emergency Cancellation of Classes

Classes at American University are expected to meet according to the announced schedule and no instructor is authorized to change the day, hour, or place of any meeting. Unless cancellation of classes is announced publicly, classes will meet. When cancellation of classes is necessary, instructors are expected to

arrange for additional reading, study assignments, or class meetings to compensate for attendance time lost.

Cancellation of Courses

Occasionally it is necessary to cancel a scheduled course because of low enrollment, the last-minute unavailability of an instructor, or other unavoidable reasons. Every effort is made to announce the cancellation before the first class meeting, but this is not always possible. If a course is canceled, a student who does not choose to transfer to another course may receive a full refund of the tuition and fees paid for the canceled course by completing a refund request form in the Office of Student Accounts.

Class Attendance

The university considers class attendance a matter best left to the discretion of the individual instructor. It is expected, however, that faculty members who have a particular attendance policy will announce that policy at the first few class meetings each semester.

Veterans and others receiving government benefits are reminded that the paying agency may have specific attendance policies.

Student Records and Graduation

Permanent Record

A permanent record, reflecting academic achievement, is maintained in the Office of the Registrar for each student who registers at the university. Information needed for the continuing evaluation of the progress of a student, including grades earned, is sent by the University Registrar to the dean of the student's college or school as it becomes available.

Name Change

The student's name entered on the permanent record may be changed if the name has been legally changed and if the change is supported by court order. Changes of name on the permanent records will be made for currently enrolled students only. Diplomas may not be changed or reissued.

Transcripts

Students may obtain transcripts of their academic records from the Office of the Registrar. Transcripts will be released only on the signed request or release of the student concerned.

The university will not issue a transcript that reflects only a part of the student's record, nor will it make copies of transcripts on file from other colleges and universities.

Certification of Enrollment

The Office of the Registrar supplies, on request of a currently enrolled student, certification of certain academic data concerning the records and status of the student. These certifications are used for Department of Education and scholarship forms, employment applications, and so forth. They are not to be confused with transcripts of the student's permanent academic record.

Confidentiality of Student Records

American University complies with the Family Educational Rights and Privacy Act of 1974 (FERPA). Students have the following rights regarding their official education records: to have access to their educational records, to consent to release of a record to a third-party, to challenge information contained in the education record, and to be notified of their privacy rights.

All official student education records maintained by the academic and administrative offices of American University are considered confidential, and only such information as is necessary to the normal operations of the university is maintained in official student education records. Generally, university academic and administrative personnel having a legitimate educational interest and who need access to official student education records to perform their normally assigned functions may review the records.

Each student shall have the right to inspect his or her own official student education records personally, subject only to reasonable restrictions as to time, place, and supervision, by submitting a request in writing.

Students may authorize by written consent access to third parties to review official education records. Educational record information shall only be transferred to third-parties on the condition that they are not permitted to disclose the information to others without written consent of the concerned student. Parent(s) of a dependent student may have access to the official student record after filing an affidavit with the office from which the parent(s) is seeking information that the student is a dependent for income tax purposes. The university must release records in compliance with a court order or any other lawfully issued

subpoena, after making reasonable effect to notify the concerned student in writing.

The university may verify or release directory information, including name, addresses, telephone numbers, date and place of birth, dates of attendance, major field of study and class, date of graduation, degrees and honors received, participation in officially recognized university activities, height and weight (members of athletic teams), and photographs. Students who object to release of directory information should notify the Office of the Registrar in writing.

The university's full policy on the confidentiality of student records may be found in Academic Regulation 90.10.00.

Grading System

Calculated in the Grade Point Average:

| Grade | Quality Points |
|---------------------------------------|----------------|
| A (Excellent) | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B (Good) | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C (Satisfactory) | 2.0 |
| C- | 1.7 |
| D (Poor) | 1.0 |
| F (Fail) | .0 |
| X (administrative penalty)* | .0 |

*The X grade is assigned by the instructor in lieu of an F when a student never attended or ceased attending the class, rendering an assessment of academic performance impossible.

Not Calculated in the Grade Point Average:

| | |
|--|---|
| I | incomplete |
| IP | in progress |
| (for a course for which a grade is not necessarily due at the end of the semester, e.g. independent study) | |
| L | auditor (no credit) |
| N | no grade reported by instructor or invalid grade |
| P | pass |
| W | withdrawal |
| ZF | fail on pass/fail option |
| ZL | administrative withdrawal from audit |
| ZX | fail (administrative penalty) on pass/fail option |

Grade Point Average

The cumulative grade point average includes only those courses taken for conventional grades (A through F). Courses below the 100-level or taken pass/fail are not included in the grade point average, nor are grades of Incomplete (I). See also "Repetition of Courses" below.

Credit accepted for transfer from another institution is included in the total amount of credit applicable to degree requirements, but grades earned in such courses are not recorded on the permanent record at American University and are not used in

computing the cumulative grade point average needed for graduation.

Pass/Fail

For undergraduate students, the grade of P indicates a quality of performance no less than C (2.00) on a conventional grading scale. For graduate students, the grade of P indicates performance equivalent to a B (3.00) or better on a conventional grading scale. Performance below these levels is reported as ZF.

Neither the P grade nor the ZF or ZX grade is calculated in the grade point average. Degree credit, however, is received with the grade of P.

Incomplete Grades

At the discretion of the faculty member, the grade of I (Incomplete) may be given to a student who, because of extenuating circumstances, is unable to complete the course during a semester. The grade of Incomplete may be given only if the student is receiving a passing grade for the course work completed. Arrangements for a grade of Incomplete must be made in advance of the final examination. An Incomplete Contract form detailing what work is to be submitted, the deadlines for such submission, and a grade to be substituted for the I should submission deadlines not be met is signed by both the student and the faculty member. The submission deadline should not extend beyond the last day of the following semester (not counting summer).

No grade of I will be recognized by the Office of the Registrar without the proper documentation. On completion of the requirements of the course within the time specified on the Incomplete Contract form, the grade of I must be resolved to a grade of A through F, P, or ZF. Unless resolved by the faculty member to one of these grades, the substitute grade specified on the Incomplete Contract form will be inserted as a final grade in place of the I by the Office of the Registrar. A W may not be given to remove a grade of I. An I may not stand as a permanent grade.

Changes in Grades

Once reported, a grade may not be changed except to remove a grade of I (Incomplete) as stated above, or to correct a grade recorded in error. To remove a grade recorded incorrectly, the faculty member must certify in writing to the Office of the Registrar that an error was made.

Repetition of Courses

Whenever a course is repeated, each attempt, including the final grade, is entered separately on the permanent academic record. Unless specifically indicated to the contrary, however, only one successful attempt of a course is counted toward fulfillment of graduation credit requirements. With the exception of the Freshman Forgiveness rule (see the Undergraduate Study chapter in this publication), the grades received in all attempts are considered in the computation of the undergraduate cumulative grade point average.

Graduation

The university confers degrees and issues diplomas at the end of the fall, spring, and summer terms. Formal commencement ceremonies are held in January for fall degree candidates and degree recipients from the preceding summer, and in May for spring degree candidates.

Candidates for degrees file an Application for Graduation form in the Records Services section of the Office of the Registrar during the registration period for the last expected term of study.

Only after application for graduation has been made can the Office of the Registrar begin processing the necessary information for final certification of graduation. Students who fail to complete all degree requirements by the end of the term for which they applied to graduate must reapply in order to graduate later.

Graduate students are advised also to consult the more detailed information about comprehensive examinations, thesis, and dissertation deadlines, etc., available from academic offices.

Conferral of Degrees and Commencement

Only students who successfully complete degree requirements by the end of the term for which they have applied (or re-applied) to graduate are certified for conferral of a degree. In witness of the degree conferred, the permanent records of the graduates are appropriately noted with a statement of graduation and their diplomas are released.

All candidates for degrees whose academic records indicate that they can satisfy degree requirements by the end of the term for which they have applied are permitted to participate in commencement ceremonies. Students who are eligible to receive summer or fall degrees are recognized in the winter ceremony; those who appear eligible to receive spring degrees are recognized at the spring ceremony. For fall and spring degree candidates, final certification for the degree is not made until after the ceremonies have been held. Participation in a commencement ceremony does not itself constitute conferral of a degree, nor does it imply an obligation on the part of the university to award a degree before all requirements have been met and certified.



College of Arts and Sciences

Dean Kay J. Mussell

Associate Dean for Academic Affairs

Larry Medsker

Associate Dean for Budget and Administration

Kathleen Kennedy-Corey

Academic Counselors Marla Boren, Kathleen Bruffet,

Christal M. Cherry, Sandra Dewey, Anne Kaiser,

Janet Nagler, Meryl Pascow, Douglas Vibert

Students should make appointments to meet with academic counselors through Academic Affairs:

phone: (202) 885-2453 e-mail: ask-cas@american.edu

For information online: www.american.edu/cas

The mission of the College of Arts and Sciences (CAS) is to inspire and invigorate the creative potential of students and faculty to perceive, conceptualize, and act. In pursuing these goals, we are dedicated to preserving civilization's accumulated accomplishments as expressed through the arts, humanities, sciences, and social sciences. We are further dedicated to expanding knowledge through the original contributions of faculty and students. In developing the professional applicability of our programs, we attest to and demonstrate our immediate relevance to the larger world.

Members of the CAS community work collaboratively to achieve their academic, professional, and personal objectives. In this spirit, the college has established a proud tradition of combining outstanding teaching with excellence in research and creative endeavors, through which we freely explore the past and present in order to better shape the future. Students learn to examine Western and non-Western cultures in their many aspects; to appreciate scientific inquiry; to master written and oral expression; to develop the critical ability to analyze and synthesize information; and to build an understanding of the moral and ethical dimensions that should inform all individual and collective decision making. Working with faculty and peer mentors, as well as with professional academic counselors, students select courses, majors, and programs of study to achieve these goals.

The college takes particular pride in the broad range of its programs and in its interactive approach to learning. CAS units include: the Departments of Anthropology, Art, Biology, Chemistry, Computer Science and Information Systems, Economics, Health and Fitness, History, Language and Foreign Studies, Literature, Mathematics and Statistics, Performing Arts, Philosophy and Religion, Physics, Psychology, and Sociology; the School of Education; programs in American Studies, Environmental Studies, Jewish Studies, and Women's and Gender Studies; and the English Language Institute. Degrees offered include master's programs in sixteen fields and doctorates in seven fields. Our varied and rigorous curricular offerings reaffirm the values and ideals of traditional, comprehensive arts and sciences education.

The College of Arts and Sciences draws on the educational resources of Washington, D.C.—social, cultural, artistic, and scientific—that bring a unique dimension to intellectual inquiry. These include the John F. Kennedy Center for the Performing Arts, the Library of Congress, the Smithsonian Institution, the National Academy of Sciences, the National Aeronautics and Space Administration, the National Archives, the World Bank, and foreign embassies. Through off-campus visits, distinguished lecturers, and field experiences such as co-ops and internships, the college creates a "Washington Connection" that enhances traditional classroom learning. These experiences outside of the classroom help students discover how liberal arts perspectives enable them to create a broad vision and understanding as they acquire the knowledge and skills appropriate to the fulfillment of life as responsible and educated citizens of the world.

Faculty

The College of Arts and Sciences has a distinguished teacher-scholar faculty of over 500 full-time and adjunct professors. Experts in their own fields, they have included ambassadors, advisors to presidents, world-renowned performers, distinguished scientists, recognized writers, artists, and composers, pioneers in education and learning theories, and consultants to major organizations, corporations, and nations. Each year the college invites professors from other institutions,

American and international, as well as artists in residence, to join the faculty.

Ninety percent of the faculty hold doctorates or the appropriate terminal degree in their disciplines. The faculty's achievements are also reflected in their strong record of publications, grants, and scholarly awards in teaching and research.

Undergraduate Study

Academic Advisement

The college challenges students to assume substantial responsibility for defining their educational goals, yet provides careful professional guidance to help them respond to the challenge. Undergraduates plan their academic programs with academic counselors and faculty advisors according to their interests, professional plans, and academic progress. Before they enroll in classes, first-semester freshmen choose courses with the assistance of a detailed curriculum guide. During freshman orientation, students are assigned an academic counselor who advises them until they choose their majors, usually by the end of the sophomore year. After students formally declare their majors, they are advised by faculty advisors from their major departments. Transfer students go to the departments of their intended majors for academic advisement, or if undecided on a major, are advised by an academic counselor.

Assessment of Experiential Learning

The Assessment of Experiential Learning (AEL) program, designed for adults who have been out of high school for at least eight years, enables students to earn credit for learning gained through work, travel, and community service. In EDU-240 Analysis of Experiential Learning, students work closely with faculty to develop a portfolio that describes, analyzes, and documents their life experience and learning. Students can earn up to 30 credits applied as electives toward an undergraduate degree program. For more information on the AEL program call (202) 885-2453.

Foreign Language

The College of Arts and Sciences encourages students to gain proficiency in at least one foreign language, especially those embarking on a career in international relations, study of the humanities, or specialization in minority groups in the United States. Graduate study will often require proficiency in one or more foreign languages.

Internships and Cooperative Education

Internship and cooperative education engage the student in practical experiences, support learning, and provide on-the-job training. Interns work in many organizations in both the public and the private sectors in the Washington area. The growing number of internships in the college is testimony to both their popularity and their success. For more information on internships and cooperative education, see the Career Services, Internships and Merit Awards chapter.

Majors

No later than the end of the sophomore year, CAS students are expected to declare an academic major. In this field the stu-

dent pursues study in depth and synthesizes academic knowledge. Major programs are described under departmental sections of this chapter. Students should become familiar with departmental requirements and regulations as stated in this publication. When making a formal declaration of major, students are assigned an academic advisor who will supervise their studies until graduation. Students interested in the natural sciences, mathematics, music, and art need to take specific courses in the freshman year if they intend to complete a degree in eight semesters. Such students should declare their interests as soon as possible and seek explicit counseling from the appropriate department.

Interdisciplinary Major

This program permits College of Arts and Sciences undergraduates to complete an interdisciplinary major according to their needs, abilities, and interests. A program is formulated with the advice and approval of three faculty members from disciplines relevant to the student's defined emphasis, and is subject to the review and approval of the dean.

The initiative lies with the student, who is responsible for determining the concept or theme on which the program is to center. With the three faculty members, the student determines the requirements of the chosen concentration and identifies a sequence of course work that fulfills the program's objectives. The program must be formulated in a written statement no later than the first semester of the junior year. For more information, refer to the Interdisciplinary Programs chapter.

Minors

Undergraduate students may earn a minor in most departments and programs of the College of Arts and Sciences. All minor programs consist of a minimum of 18 credit hours, including at least 9 credit hours at the 300 level or above. For all minors, at least 9 credit hours of the stated requirements must be taken in residence at American University and at least 12 credit hours of the minor must be unique to the minor. For more information see the Undergraduate Study chapter. For descriptions of specific minor programs, see the individual departmental listings below.

Preprofessional Programs

The preprofessional programs in engineering, law, and medicine and related health fields are described in separate sections of this chapter. Pre-theology students find the university's relationship with the Wesley Theological Seminary beneficial, and the Kay Spiritual Life Center directs an innovative program of religious activities that complements preprofessional studies in religion.

Study Abroad

A variety of study abroad opportunities are available to students in the College of Arts and Sciences. For more information see the Washington Semester and World Capitals Programs chapter or consult the World Capitals Program office at (202) 895-4900.

Associate in Arts (A.A.)

This program is designed to serve the educational needs of high school graduates who seek professional or personal advancement through either full- or part-time study. Some students do not or cannot remain in college for four years, yet desire to complete a degree program. The Associate in Arts degree may be awarded after successful completion of two years' study or the equivalent.

Admission to the Program

Any student admitted to degree status at American University is eligible for admission to this program.

University Requirements

- A total of 60 credit hours with grades of C or better
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 24 credit hours to include one foundation course in each of the five curricular areas and one second-level course in three of the five curricular areas, in an approved sequence.

American Studies

Director Edward Smith

Faculty from the Anthropology Department and other schools and departments of the university teach courses in the program.

The American Studies Program offers students the opportunity to explore American culture through many paths, including America's intellectual traditions, creative arts, popular media, material culture, ethnic variety, folklore, social structure, and social change. Students learn to draw together the tools and insights of other disciplines to capture the complexities of American society, and to discover what Americans share as well as how they differ. In addition to foundation courses in the program, students choose one area of particular interest to them. Some decide to concentrate in a field such as literature, business, journalism, anthropology, history, or art. Others create a more personalized specialty such as women's studies, African-American studies, or urban affairs.

All students learn to use and appreciate Washington's research centers and cultural resources, including the Library of Congress, the National Archives, the Smithsonian Institution, and the city's many museums, and many study the city itself. Most students work at internships during their senior year in such places as Congress, the Kennedy Center, the Smithsonian, or Common Cause.

The goals of the program are to help each student develop an area of expertise and to build the skills for thinking critically, writing clearly, and untangling the relationship between large cultural forces and ordinary peoples' life experiences. Program

- No more than 6 credit hours may be taken in the same discipline.

Graduate Study

The graduate programs of the College of Arts and Sciences are directed toward the development of highly competent scientists, artists and performers, sensitive teachers, and critical scholars. To achieve this objective, the college provides an academic setting and climate favorable to the free interchange of ideas and the disciplined exploration and testing of concepts and hypotheses.

The primary function of this collaborative interchange between mature and maturing scholars is to enhance the latter's understanding of, and sensitivity to, the spirit and styles of intellectual problems of their own choosing and to seek their solution. These individually-defined problems and the creative inquiry they generate are the ultimate influence for the fashioning of each student's program of graduate study in the college. See the specific program descriptions under individual departments of the college below. Also, see the Graduate Study chapter for information on admission requirements and academic regulations.

graduates work in such diverse fields as journalism, local or national government, foreign service, teaching, museums, private business, and social services. Many students go on to graduate study or to law school.

B.A. in American Studies

Admission to the Program

Formal admission to the major requires a grade point average of 2.50 (on a 4.00 scale) in two courses related to the major.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 43 credit hours with grades of C or better

Course Requirements

- AMST-205/AMST-205G American Dreams/American Lives 2:2 (3)
- AMST-400 Interpreting American Culture (4)

- ANTH-251 Perspectives in Cultural Anthropology (3)
- 9 credit hours from the following:
 - HIST-205/HIST-205G American Encounters: 1492–1865 2:2 (3)
 - HIST-206 The United States from Emancipation to World War II (3)
 - LIT-210 Survey of American Literature I (3)
 - LIT-211 Survey of American Literature II (3)
- 12 credit hours of courses dealing with some aspect of American life selected from a single department or related departments
- 9 additional credit hours in American studies (AMST-xxx) courses at the 300 level or above, excluding independent study and internships
- One of the following as a senior project:
 - AMST-410 Senior Thesis I (3)
 - AMST-411 Senior Thesis II (3)
 - AMST-491 Internship in American Studies (3–6)

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in American Studies

- 22 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- AMST-205/AMST-205G American Dreams/American Lives 2:2 (3)
- AMST-400 Interpreting American Culture (4)
- ANTH-251 Perspectives in Cultural Anthropology (3)
- 12 credit hours in American studies (AMST-xxx) at the 300 level or above

Anthropology

Chair Brett Williams

Full-Time Faculty

Professor Emeritus/a K. Halpem, G.L. Harris, R.H. Landman

Professor W.L. Leap, C.W. McNett, Jr., B. Williams

Associate Professor G.L. Burkhart, R.J. Dent, L. Gill, D.B. Koenig

Assistant Professor J. Gero, E. Smith

Applied Anthropologist in Residence D. Gross, G. Schafft

Humans have always constituted their families, sexuality, gendered identities, social groups, religious practices, work, play, and artistic expression in dramatically diverse ways. Anthropologists explore everyday experience, cultural difference, and power relations in order to understand this diversity in the context of local and global histories. Stark inequalities are also part of the human experience, and anthropologists seek to uncover the ideologies and processes that create and mask those inequalities.

Different kinds of anthropologists explore difference and power from specialized perspectives. Cultural and social anthropologists search for the connections between cultural meanings and lived human experience. Archaeologists probe the remains of past civilizations for significant transformations in the ways communities organized their homes and labor. Biological anthropologists document the dynamics of human evolution and study nutrition, health, and illness in their cultural contexts. Lin-

guists examine the varied texts that speakers create for clues that language holds to hierarchy and personal expression.

Anthropology students examine past and present societies to bring anthropological and archaeological theory and practice to ongoing struggles against racism, sexism, homophobia, inequality, poverty, environmental degradation, and ethnic/cultural genocide. The undergraduate anthropology program at American University introduces students to all four subfields of anthropology, and many students specialize in one. Graduate programs include the M.A. in Public Anthropology and doctoral concentrations in cultural/social anthropology, archaeology, and race, gender, and social justice. A Certificate in Public Anthropology is offered for both undergraduates and graduate students. All programs stress active, cooperative learning, for anthropology opens up many exciting questions for discussions and debate.

Students are encouraged to learn outside the classroom, through internships and job placements, field trips and experiential classes, and study abroad. Washington, D.C. offers many opportunities for students to broaden their learning through museums and research facilities and the rich community life of the city.

B.A. in Anthropology

Admission to the Program

Formal admission to the major by the department's undergraduate studies director requires a cumulative grade point average of 2.00 (on a 4.00 scale) and a grade point average of 2.00 or higher in two anthropology courses.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 42 credit hours with grades of C or better
- If a student's career plans require skill in a foreign language, a cluster of courses in a second discipline, field experience, or some other special preparation, arrangements will be made in discussion with the undergraduate advisor.

Course Requirements

- ANTH-250/ANTH-250G Human Origins 5:2 (3)
- ANTH-251 Perspectives in Cultural Anthropology (3)
- ANTH-253 Introduction to Archaeology (3)
- ANTH-254 Language and Culture (3)
- ANTH-339 Culture Area Analysis (3)
- ANTH-445 Developments in Anthropological Theory (3)
- ANTH-450 Senior Seminar (3)
- ANTH-552 Anthropological Research Methods (3)
- Four courses chosen from the following:

Comparison and Analysis

- ANTH-200 Cities in Global Perspective (3)
- ANTH-210/ANTH-210G Roots of Racism and Interracial Harmony 3:2 (3)
- ANTH-215/ANTH-215G Sex, Gender, and Culture 3:2 (3)
- ANTH-220/ANTH-220G Living in Multicultural Societies 3:2 (3)
- ANTH-225/ANTH-225G Language and Human Experience 1:2 (3)
- ANTH-230/ANTH-230G India: Its Living Traditions 3:2 (3)
- ANTH-331 Human Variation (3)
- ANTH-335 Culture and the Self (3)
- ANTH-336 Social Structure (3)
- ANTH-339 Culture Area Analysis (3) (may be repeated for credit with different topic)
- ANTH-342 Women and Work (3)
- ANTH-350 Special Topics (3) (may be repeated for credit with different topic)
- ANTH-430 Magic, Witchcraft, and Religion (3)
- ANTH-431 Taboos (3)
- ANTH-498 Senior Thesis in Anthropology (3-6)
- ANTH-531 Archaeology (3) (may be repeated for credit with different topic)
- ANTH-532 Changing Culture (3)
- ANTH-534 Class and Culture (3)

- ANTH-535 Ethnicity and Nationalism (3)
- ANTH-537 Topics in Language and Culture (3)

- Two courses, one from each of the following groups:

Specialized Methods and Techniques

- ANTH-531 Archaeology: Artifact Analysis (3)
- ANTH-550 Ethnographic Field Methods (3)
- ANTH-560 Summer Field School: Archaeology (3-9)
- STAT-202 Basic Statistics (4)
- STAT-502 Introduction to Mathematical Statistics (3)

Practical and Applied

- ANTH-392 Cooperative Education Field Experience (3-9)
- ANTH-491 Internship in Anthropology (1-6)
- ANTH-542 Reinventing Applied Anthropology (3)
- ANTH-543 Anthropology of Development (3)
- ANTH-544 Topics in Public Anthropology (3)

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department, including a Senior Honors Thesis and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Anthropology

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- ANTH-251 Perspectives in Cultural Anthropology (3)
- Two courses from the following:
 - ANTH-250/ANTH-250G Human Origins 5:2 (3)
 - ANTH-253 Introduction to Archaeology (3)
 - ANTH-254 Language and Culture (3)
- An additional 9 credit hours at the 300 level or above chosen in consultation with an advisor

Minor in Applied Anthropology

- 18 credit hours with grades of C or better with at least 12 credit hours unique to the minor

Course Requirements

- ANTH-251 Perspectives in Cultural Anthropology (3)
- ANTH-542 Reinventing Applied Anthropology (3) (taken after completion of at least 6 credit hours in anthropology)
- An additional 12 credit hours with at least 9 credit hours at the 300 level or above, chosen from at least two subfields (socio-cultural, linguistic, archaeological, physical) in consultation with an advisor.

Combined B.A. in Anthropology and M.A. in Public Anthropology

This program allows qualified students to complete the B.A. in Anthropology and the M.A. in Public Anthropology.

Admission to the Program

The standards for admission to the undergraduate major must first be satisfied. Undergraduate majors ordinarily apply for admission to the combined B.A./M.A. program at the end of their junior year. Admission decisions follow the procedures used to evaluate graduate applicants to the M.A. program. Interest in this program should be discussed with members of the faculty before formal application is begun.

Requirements

- All requirements for the B.A. in Anthropology
 - All requirements for the M.A. in Public Anthropology
- Students may use 6 credit hours of course work at the 500 level or above in anthropology to satisfy the requirements for both degrees.

M.A. in Public Anthropology

Admission to the Program

Applicants must meet the minimum university requirements for admission to graduate study. Admission is based on academic record, two academic letters of reference, and an example of the applicant's work, e.g., a term paper. Graduate Record Examination (GRE) scores, if available, should be sent directly to the department.

Degree and Major Requirements

- 30 credit hours of approved graduate work
- Students focus their studies in concentrations in either Cultural/Social Anthropology or Archaeology
- One written comprehensive examination, appropriate to the student's concentration
 - A thesis or nonthesis option of two substantial research papers prepared in conjunction with advanced courses or research seminars, read and approved by two faculty members and the department chair

Course Requirements

- ANTH-552 Anthropological Research Methods (3)
- ANTH-632 Contemporary Theory: Culture, Power, History (3)
- 18 credit hours from the following as approved by the student's advisor, with no more than 6 credit hours from ANTH-691 and ANTH-797:
 - ANTH-531 Archaeology (3)
 - ANTH-532 Changing Culture (3)
 - ANTH-534 Class and Culture (3)
 - ANTH-535 Ethnicity and Nationalism (3)
 - ANTH-537 Topics in Language and Culture (3)
 - ANTH-541 Anthropology and State Policy (3)
 - ANTH-542 Reinventing Applied Anthropology (3)
 - ANTH-543 Anthropology of Development (3)

ANTH-544 Topics in Public Anthropology (3)

ANTH-550 Ethnographic Field Methods (3)

ANTH-631 Foundations of Social and Cultural Anthropology (3)

ANTH-634 Foundations of Archaeology (3)

ANTH-635 Race, Gender and Social Justice (3)

ANTH-637 Discourse, Narrative, and Text (3)

ANTH-640 Current Issues in Anthropology (3)

ANTH-691 Internship in Anthropology (1-6)

ANTH-797 Master's Thesis Seminar (6) (thesis option)

- 6 credits hours of approved graduate course work from another discipline, such as history, sociology, communication, or international service.

Ph.D. in Anthropology

Admission to the Program

Applicants must meet the minimum university requirements for admission to graduate study. Admission is based on academic record, two academic letters of reference, and an example of the applicant's work, e.g., a term paper. GRE scores, if available, should be sent directly to the department.

Degree and Major Requirements

- 72 credit hours of approved graduate work
- Students entering the program with an M.A. in Anthropology earned elsewhere must complete at least 30 credit hours of course work and no more than 12 credit hours of dissertation credit in residence.
- Two languages or one language and statistical or computer analysis as a tool of research.
 - Four comprehensive examinations, at least two written and at least one oral.
 - Dissertation and oral defense
 - Field work is a component of dissertation research

Course Requirements

Concentration in Anthropology

- ANTH-631 Foundations of Social and Cultural Anthropology (3)
- ANTH-634 Foundations of Archaeology (3)
- ANTH-637 Discourse, Narrative, and Text (3)
- ANTH-799 Doctoral Dissertation Seminar (6)

Concentration in Race, Gender, and Social Justice

- ANTH-632 Contemporary Theory: Culture, Power and History (3)
- ANTH-635 Race, Gender and Social Justice (3)
- 12 credit hours in race, gender, and social justice course work from the following, chosen in consultation with the student's advisor:
 - ANTH-531 Archaeology :
 - Archaeology and Politics (3)
 - ANTH-532 Changing Culture (3)
 - ANTH-535 Ethnicity and Nationalism (3)

ANTH-537 Topics in Language and Culture:

Language, Literacy, and Schooling (3)

ANTH-541 Anthropology and State Policy (3)

ANTH-542 Reinventing Applied Anthropology (3)

ANTH-544 Topics in Public Anthropology:

Environmental Justice (3)

Human Rights (3)

ANTH-737 Discourse, Narrative, and Text (3)

ANTH-640 Current Issues in Anthropology (3)

- 15 credit hours of course work from at least two other teaching units, including the Departments of Justice, Law and Society; History; and Sociology; and the School of International Service
- ANTH-691 Internship in Anthropology (3) or other practical experience in race, gender and social justice
- ANTH-799 Doctoral Dissertation Seminar (6) including a 3-credit hour capstone seminar in race, gender and social justice

Art

Chair Don Kimes

Full-Time Faculty

University Professor Emeritus A.S. Keck,

B.L. Summerford

Professor Emeritus/a L. Penay

Professor N. Broude, M.D. Garrard, D. Kimes, S. Lewis,

M. Oxman

Associate Professor Emeritus/a L. Brabanski, M. Hirano,

C. Ravenal

Associate Professor M. Graham, R. M. Haynie, D. Kahn,

H. Langa

Assistant Professor C. Montes, L. Silva, R. Simons

The Department of Art encompasses the creative activities of the fine arts (painting, sculpture, and printmaking), the artistic applications of design, and the theoretical and historical concerns of art history. These complementary programs function together, so that the student gains not only depth of knowledge in a chosen specialty but also the breadth of experience that yields understanding of artistic traditions and values.

A faculty of exhibiting artists and practicing designers and strong studio programs focused on giving students facility with materials and familiarity with visual concepts make the art department, in effect, an art school within a university. In addition to the full-time faculty, the studio program brings an outstanding series of nationally and internationally distinguished visiting artists-in-residence to the department each year. This program has included Katherine Porter, Andrew Forge, Catherine Murphy, Nathan Oliveira, Charles Cajori, Rosemarie Beck, Wayne Thiebaud, Gregory Amenoff, Jake Bertlot, Sam

Certificate in Public Anthropology

Admission to the Program

Open to undergraduate, graduate, and nondegree students

Certificate Requirements

- 15 credit hours of approved course work
- Student must complete 6 credit hours with grades of C or better in anthropology courses at the 200 level or above, or have internship experience in a related field before beginning course work for the certificate.

Course Requirements

- ANTH-541 Anthropology and State Policy (3)
- ANTH-542 Reinventing Applied Anthropology (3)
- 9 credit hours in public anthropology courses at the 300 level or above, chosen in consultation with the student's faculty advisor.

Gilliam, Judy Pfaff, Rackstraw Downes, Vija Celmins, Susanna Coffey, Bill Jensen, John Walker, and others.

The Art in Italy program is offered every fall semester and provides undergraduate and graduate students the opportunity to pursue fine arts and art history studies in Corciano, Italy. MFA students may continue with a spring semester at the American University of Rome.

An internationally prominent art history faculty and strong curriculum give the art history major a solid grounding in art as a historical and humanistic discipline in an environment that provides continuing contact with art in the making. Because of the university's location in one of the major art capitals of the world and its proximity to Washington's great museums and art collections, all programs afford students the advantage of immediate experience with art masterpieces of the past and present.

An important objective of the department is to prepare students for careers in the arts. Given the sound theoretical and technical bases of our programs, graduates find that a wealth of individual career opportunities awaits them. Depending on the specific discipline pursued, they have become professional painters and sculptors, teachers, critics, graphic designers, illustrators, and exhibition design specialists. Graduates also go on to careers in museum and gallery work, visual resources, and historic preservation.

B.A. in Art History

Admission to the Program

Formal admission to the major requires satisfactory completion (grades of C or better) of 12 credit hours of art history courses and departmental approval.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 54 credit hours with grades of C or better
24 of the last 30 credit hours in the major program must be taken in residence, 18 credit hours of which must be in art history and 6 credit hours in related fields or studio.

Course Requirements

- ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)
- ARTH-101 European Art: Renaissance to the Present (3)
- ARTH-500 Approaches to Art History (3)
- 3 credit hours in each of four periods:

Ancient

- ARTH-396 Selected Topics (3) with permission of the advisor
- ARTH-520 Seminar in Art History (3) (appropriate topic)
- ARTH-596 Selected Topics (3) with permission of advisor

Medieval

- ARTH-303 Medieval Art (3)
- ARTH-308 Gothic Art (3)
- ARTH-396 Selected Topics (3) with permission of advisor
- ARTH-520 Seminar in Art History (3) (appropriate topic)
- ARTH-596 Selected Topics (3) with permission of advisor

Renaissance

- ARTH-205/ARTH-205G Art of the Renaissance 2:2 (3)
- ARTH-396 Selected Topics (3) with permission of advisor
- ARTH-513 Renaissance Painting: 14th and 15th Centuries (3)
- ARTH-514 Renaissance Painting: 16th Century (3)
- ARTH-520 Seminar in Art History (3) (appropriate topic)
- ARTH-596 Selected Topics (3) with permission of advisor

Modern

- ARTH-210/ARTH-210G Modern Art: Nineteenth and Twentieth Centuries 1:2 (3)

- ARTH-331 Visual Arts in the United States to 1890 (3)
- ARTH-332 Visual Arts in the United States: 1890 to 1945 (3)
- ARTH-333 Visual Arts since 1945 (3)
- ARTH-396 Selected Topics with permission of advisor (3)
- ARTH-508 Painting: Rococo through Impressionism (3)
- ARTH-510 Painting: Post-Impressionism to Expressionism (3)
- ARTH-511 Painting: Cubism through Surrealism (3)
- ARTH-520 Seminar in Art History (appropriate topic)
- ARTH-596 Selected Topics (3) with permission of advisor
- 15 additional credit hours in art history with at least two courses at the 500 level.

- 6 credit hours in studio from the following:
 - ARTS-100/ARTS-100G Art: The Studio Experience 1:1 (3)
 - ARTS-250/ARTS-205G Drawing: Responding to Vision 1:2 (3)
 - ARTS-210/ARTS-210G Painting: Color, Form, Expression 1:2 (3)
 - ARTS-215/ARTS-215G Sculpture: Form and Expression in 3-D 1:2 (3)
 - ARTS-320 Creative Painting (3)
 - ARTS-340 Sculpture (3)
 - ARTS-360 Drawing (3)
 - ARTS-363 Introduction to Printmaking (3)
- 12 credit hours at the 300 level or above from one of the following fields: American studies, anthropology, history, literature, music, or philosophy. Course selections must be related to the major and to each other and must be approved by the faculty.

Note: Students contemplating graduate study in art history are advised to attain a reading knowledge of French, Italian, or German to the intermediate level (or equivalent of 12 credit hours at the college level).

Special Opportunities

- Internships in local agencies, museums, galleries, and libraries are permitted with departmental approval, but are limited to 3 credit hours unless taken as electives.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

B.A. in Graphic Design

Admission to the Program

Formal admission to the major requires satisfactory completion (grades of C or better) of 12 credit hours of design courses and departmental approval.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 54 credit hours with grades of C or better
- 24 of the last 30 credit hours in the major program must be taken in residence, of which 18 credit hours must be in design and 6 credit hours in studio or art history.

Course Requirements

- ARTS-220/ARTS-220G Design: Color Theory and Practice I:2 (3)
- ARTS-225/ARTS-225G Design: Form, Space, Vision I:2 (3)
- ARTS-348 Design Techniques I (3)
- ARTS-349 Design: Computer Graphics I (3)
- ARTS-350 Typography: Theory and Practice (3)
- ARTS-351 Design Techniques II (3)
- ARTS-353 Typography: Color and Design (3)
- ARTS-356 Advanced Design I (3)
- ARTS-357 Advanced Design II (3)
- ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)
- ARTH-101 European Art: Renaissance to the Present (3)
- COMM-330 Basic Photography (3)
- 6 credit hours from the following:
 - ARTS-230 Structural Drawing (3)
 - ARTS-310 The History of Graphic Design (3)
 - ARTS-354 Production for Graphic Designers (3)
 - ARTS-355 Design: Computer Graphics II (3)
 - ARTS-359 Illustration (3)
 - ARTS-392 Cooperative Education Field Experience (3-9)
 - ARTS-396 Selected Topics (3) with permission of the advisor
 - ARTS-491 Internship (3) (with approval of department)
- 9 credit hours in studio from the following:
 - ARTS-100/ARTS-100G Art: The Studio Experience 1:1 (3)
 - ARTS-205/ARTS-205G Drawing: Responding to Vision 1:2 (3)

ARTS-210/ARTS-210G Painting: Color, Form, Expression 1:2 (3)

ARTS-215/ARTS-215G Sculpture: Form and Expression in 3-D 1:2 (3)

ARTS-320 Creative Painting (3)

ARTS-340 Sculpture (3)

ARTS-344 Ceramics (3)

ARTS-360 Drawing (3)

ARTS-363 Introduction to Printmaking (3)

ARTS-364 Printmaking: Woodcut and Surface Print (3)

ARTS-520 Techniques of Etching (3)

- 3 additional credit hours in art history (may be satisfied by ARTS-310 if not used as design elective)

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

B.A. in Studio Art

Admission to the Program

Formal admission to the major requires satisfactory completion (grades of C or better) of 12 credit hours of studio courses and departmental approval.

Areas of Specialization

Painting, Sculpture, Printmaking

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 54 credit hours with grades of C or better
- 24 of the last 30 credit hours in the major program must be taken in residence, of which 18 credit hours must be in studio and 6 credit hours may be in art history.

Course Requirements

- ARTS-205/ARTS-205G Drawing: Responding to Vision 1:2 (3)
- ARTS-210/ARTS-210G Painting: Color, Form, Expression 1:2 (3)
- ARTS-320 Creative Painting (3)

- ARTS-340 Sculpture (3)
- ARTS-360 Drawing (3) (taken for a total of 9 credit hours)
- ARTS-363 Introduction to Printmaking (3)
or
ARTS-364 Printmaking: Woodcut and Surface Print (3)
- ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)
- ARTH-101 European Art: Renaissance to Present (3)
- 12 credit hours including 9 credit hours from one and 3 credit hours from another of the following areas of specialization
Note: All courses listed below may be repeated for credit:

Painting

- ARTS-320 Creative Painting (3)

Sculpture

- ARTS-340 Sculpture (3)

Printmaking

- ARTS-363 Introduction to Printmaking (3)
- ARTS-364 Printmaking: Woodcut and Surface Print (3)
- ARTS-520 Techniques of Etching (3)
- 6 additional credit hours from the following:
 - ARTS-100/ARTS-100G Art: The Studio Experience 1:1 (3)
 - ARTS-215/ARTS-215G Sculpture: Form and Expression in 3-D 1:2 (3)
 - ARTS-320 Creative Painting (3)
 - ARTS-340 Sculpture (3)
 - ARTS-344 Ceramics (3)
 - ARTS-360 Drawing (3)
 - ARTS-363 Introduction to Printmaking (3)
 - ARTS-364 Printmaking: Woodcut and Surface Print (3)
 - ARTS-520 Techniques of Etching (3)
- 6 additional credit hours in art history

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Bachelor of Fine Arts

Admission to the Program

Formal admission to the program is subject to the approval of a portfolio, evaluation of the academic record, and a personal interview. Admission depends entirely on faculty action resulting from this review. Consideration for the B.F.A. is permitted only after 18 credit hours or three semesters of studio work have been completed at American University but before beginning the senior year.

Areas of Specialization

Painting, Sculpture, and Printmaking

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 72 credit hours with grades of C or better

Course Requirements

- ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)
- ARTH-101 European Art: Renaissance to Present (3)
- ARTS-205/ARTS-205G Drawing: Responding to Vision 1:2 (3)
- ARTS-210/ARTS-210G Painting: Color, Form, Expression 1:2 (3)
- ARTS-320 Creative Painting (3)
- ARTS-340 Sculpture (3)
- ARTS-360 Drawing (3) (taken for a total of 9 credit hours)
- ARTS-363 Introduction to Printmaking (3) or
ARTS-364 Printmaking: Woodcut and Surface Print (3)
- ARTS-560 Drawing (3) (taken after 9 credit hours of ARTS-360)
- 18 credit hours from one of the following areas of specialization.

Note: All courses listed below may be repeated for credit:

Painting

- ARTS-320 Creative Painting (3)

Sculpture

- ARTS-340 Sculpture (3)

Printmaking

- ARTS-363 Introduction to Printmaking (3)
- ARTS-364 Printmaking: Woodcut and Surface Print (3)
- ARTS-520 Techniques of Etching (3)
- 9 credit hours in one other area, or 3 credit hours in each of the other two areas of specialization.
- 6 additional credit hours from the following:
 - ARTS-100/ARTS-100G Art: The Studio Experience 1:1 (3)
 - ARTS-215/ARTS-215G Sculpture: Form and Expression in 3-D 1:2 (3)
 - ARTS-320 Creative Painting (3)
 - ARTS-340 Sculpture (3)
 - ARTS-344 Ceramics (3)
 - ARTS-360 Drawing (3)
 - ARTS-363 Introduction to Printmaking (3)
 - ARTS-364 Printmaking: Woodcut and Surface Print (3)

ARTS-520 Techniques of Etching (3)

- 6 additional credit hours in art history

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Art History

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)
- ARTH-101 European Art: Renaissance to Present (3)
- 3 credit hours at the 200 or 300 level and 9 credit hours at the 300 level or above, approved in advance by an art history advisor

Minor in Graphic Design

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- ARTS-220/ARTS-220G Design: Color Theory and Practice 1:2 (3)
- ARTS-225/ARTS-225G Design: Form, Space, Vision 1:2 (3)
- ARTS-348 Design Techniques I (3)
- ARTS-350 Typography: Theory and Practice (3)
- 9 credit hours from the following:
 - ARTS-310 The History of Graphic Design (3)
 - ARTS-349 Design: Computer Graphics I (3)
 - ARTS-351 Design Techniques II (3)
 - ARTS-353 Typography: Color and Design (3)
 - ARTS-354 Production for Graphic Designers (3)
 - ARTS-356 Advanced Design I (3)
 - ARTS-359 Illustration (3)

Minor in Studio Art

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

Requirements depend on the student's interest and area of concentration, which may include painting, printmaking, sculpture, drawing, or ceramics. The studio art minor requires 21 credit hours approved in advance by a studio faculty advisor selected from the following:

ARTS-100/ARTS-100G Art: The Studio Experience 1:1 (3)

ARTS-205/ARTS-205G Drawing: Responding to Vision 1:2 (3)

ARTS-210/ARTS-210G Painting: Color, Form, Expression 1:2 (3)

ARTS-215/ARTS-215G Sculpture: Form and Expression in 3-D 1:2 (3)

ARTS-320 Creative Painting (3)

ARTS-340 Sculpture (3)

ARTS-344 Ceramics (3)

ARTS-359 Illustration (3)

ARTS-360 Drawing (3)

ARTS-363 Introduction to Printmaking (3)

ARTS-364 Printmaking: Woodcut and Surface Print (3)

ARTS-520 Techniques of Etching (3)

B.S. in Multimedia Design and Development

The B.S. in Multimedia Design and Development program is jointly administered by the Departments of Art and Computer Science and Information Systems in the College of Arts and Sciences, and the Visual Media Division in the School of Communication. Students begin with a common core of courses to introduce them to the principles applied to multimedia, and components of multimedia including images, language and vocabulary, and technology foundations, and then learn to use the tools and products of multimedia and study their influence on visualization and the creative process. Each student chooses a specialization in either computing, graphic design or communication. Finally, students apply their specialization expertise in collaborative multimedia projects and research and participate in co-ops and internships. For more information on program requirements, see the Interdisciplinary Programs chapter.

M.A. in Art History

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants should hold a bachelor of arts degree from an accredited college or university. Students whose records indicate a strong aptitude for graduate study, but whose undergraduate major was not in art history, will be required to complete at least 24 credit hours of art history before being considered for admission to the graduate program. Admission is based on academic record, Graduate Record Examination (GRE) scores, and two letters of recommendation (if the undergraduate degree was not earned in the department).

At the department's discretion, students who have completed at least 18 credit hours of art history may be considered for admission and, if admitted, may complete the 6 credit hour deficiency during the course of their M.A. program.

Part-time students are advised that an M.A., which takes at least three semesters of full-time study, cannot be completed at night or in summer only.

Curriculum Models

Curriculum Model I: General History of Western Art. A discipline-oriented approach for students who intend to continue for a Ph.D. elsewhere or to teach at the high school or junior college level. The program emphasizes a range of art history courses with a conventional period specialization.

Curriculum Model II: Applied Research in Art History. A practical-applications approach with intensive training in research and writing for students who seek special training for museum work, architectural survey, historic preservation research, etc. The program may include related course work in history, culture, American studies, etc., as well as internships and field experience.

Curriculum Model III: Concepts of Art and Art History. A problem-oriented approach aimed at depth of understanding of art and methods of art history, for students interested in connoisseurship and critical analysis, generally with an emphasis in painting. The program may include related courses such as ARTS-700 Criticism of Painting, as well as independent reading courses in criticism, theory, or historiography.

Degree and Major Requirements

- 30 credit hours of approved graduate work
- A 36-credit hour program with a structured museum internship option is available to qualified students.
- Tool of research: intermediate-level French, German, or Italian, or reading knowledge of one of these languages demonstrated through examination
- Advancement to candidacy after completion of 18 credit hours with a grade point average of 3.00 or higher (on a 4.00 scale) and satisfactory completion of the tool requirement
- Two written examinations:
 - History of Western Art (Greek to Modern)
 - One in the student's field of specialization: medieval art, Renaissance art, baroque and rococo art, nineteenth and twentieth century art, or art in the United States
- Two substantial research papers in lieu of a thesis; at least one paper must originate in a graduate seminar and one must be in the student's field of specialization.

Course Requirements

- ARTH-500 Approaches to Art History (3)
 - ARTH-792 Research Seminar in Art History (3)
 - ARTH-793 Directed Research in Art History (3)
 - or
 - ARTH-690 Independent Study (3)
 - 9 credit hours in the field of specialization
 - Remaining 12 credit hours as approved
- Note:* 6 additional credit hours of course work are required if museum training or more than one internship is selected.

Special Opportunities

- Individually structured programs in museum training and internships in local museums, galleries, agencies, or libraries are available for qualified students with departmental approval.

M.F.A. in Painting, Sculpture, or Printmaking

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants should hold a Bachelor of Arts (with a major in Fine Arts) or a Bachelor of Fine Arts. Under special circumstances, applicants without a B.A. or B.F.A. degree or without a major in Fine Arts, but with outstanding artistic or professional qualifications, may be considered for admission.

Admission is based on academic record, two letters of recommendation and a portfolio of at least twenty slides, including examples of drawings. A resume of the applicant's background should be included in the portfolio. Slide portfolios should be sent directly to the Department of Art. The department cannot be liable for loss or damage or for any transportation or mailing expense.

Degree and Major Requirements

- 36 credit hours of approved graduate work
- Additional studio (or art history) courses may be required to attain maturity and proficiency and to complete satisfactorily the comprehensives and thesis. The number and kinds of additional courses will be stipulated by the admissions committee at the time of admission.
- One oral examination after completion of ARTS-792 Art Laboratory and after each section of ARTS-797 Master's Thesis Seminar
- A thesis exhibition of original works of art in the student's field of concentration (painting, sculpture, or printmaking) executed independently by the student in consultation with a thesis committee of two or three faculty members. Written and photographic documentation of approved thesis is also required.

Course Requirements

- ARTS-560 Drawing (9)
- ARTS-700 Criticism of Painting (3)
- ARTS-792 Art Laboratory: Painting (3)
- ARTS-797 Master's Thesis Seminar (9)
- 6 additional credit hours from the following:
 - ARTS-520 Techniques of Etching (3)
 - ARTS-560 Drawing (3)
 - ARTS-792 Art Laboratory: Painting (3)
 - ARTS-793 Art Laboratory: Sculpture (3)
 - ARTS-795 Art Laboratory: Printmaking (3)
- 6 credit hours in art history, which must be in painting if thesis field is painting. Distribution for printmaking and sculpture must be approved by faculty.

Audio Technology

Director Benjamin Tomassetti

Faculty from the Physics Department and other schools and departments of the university teach courses in the program.

Audio technology is an integral component in a wide range of careers and disciplines. The B.S. in Audio Technology is designed to meet the student's needs in preparing for a career in the audio, entertainment, acoustics, computer, and electronics fields.

Offered by the Department of Physics, the Audio Technology Program concentrates on both the science and art of audio and music production. Specific courses are offered in the areas of studio production techniques, electronic music/sound synthesis, analog and digital electronics, desktop audio production, acoustics, and physics. The program also draws on other departments in courses in mass media, music, theater, and computer science.

This unique program concentrates on the technology of modern sound reproduction, electronic and computer music, and desktop audio production, with a broad view of applications in the arts, the media, the entertainment industry, and science. The core training is in multi-track recording engineering, supported by a firm basis of physical and technical principles.

Graduates of the program are qualified to work in professional commercial or private recording studios, multimedia and post-production facilities, in the broadcast industry, in technical theater, and in sound reinforcement.

The minor in audio technology is designed for students who desire a working knowledge of audio techniques. Interested students should consult the Audio Technology Program director.

B.S. in Audio Technology

Admission to the Program

Formal admission to the program requires a grade point average of 2.00 (on a 4.00 scale) and the approval of the department undergraduate advisor. The Department of Physics advises freshmen and transfer students.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 54 credit hours with grades of C or better

Course Requirements

Core Courses (36 credit hours minimum)

- ATEC-101 Fundamentals of Audio Technology (3)
- ATEC-102 Audio Technology Laboratory (1)
- ATEC-210 Sound Synthesis I (3)
- ATEC-220 Sound Synthesis II (3)
- ATEC-305 Acoustics (3)
- ATEC-410 Sound Studio Techniques and Practice (3)
- ATEC-420 Advanced Sound Studio Techniques (3)
- ATEC-490 Independent Study Project (1-6)
- ATEC-507 Digital Audio Workstations I (3)
- ATEC-508 Digital Audio Workstations II (3)
- MATH-211 Applied Calculus I (4)
or
MATH-221 Calculus I (4)
- One of the following:
COMM-105/COMM-105G Visual Literacy I:1 (3)
COMM-205/COMM-205G Understanding Mass Media 4:2 (3)
COMM-333 Fundamentals of TV and VTR (3)
- One of the following:
PERF-120 Music Fundamentals (3)
PERF-260 Principles of Production I (4)
PERF-362 Lighting Design (3)

Physics Courses (6 credit hours minimum)

- A two-course sequence from the following:
PHYS-100/PHYS-100G Physics for the Modern World 5:1 (3) *and*
PHYS-200/PHYS-200G Physics for the New Millennium 5:2 (3)
or
PHYS-105/PHYS-105G College Physics I 5:1 (4) *and*
PHYS-205/PHYS-205G College Physics II 5:2 (4)
or
PHYS-110/PHYS-110G University Physics I 5:1 (4) *and*
PHYS-210/PHYS-210G University Physics II 5:2 (4)

Electronics and Computer Science Courses (12 credit hours minimum)

- Two sequences from the following:
ATEC-312 Electronics I (3)/ATEC-322 Electronics Lab I (2) *and*
ATEC-313 Electronics II (3)/ATEC-323 Electronics Lab II (2)
ATEC-500 Microelectronics (4) *and*
ATEC-501 Digital Electronics (4)
CSIS-100 Computers and Information (3) *and*
CSIS-200/CSIS-200G Creativity and Computers 1:2 (3)
CSIS-234 Programming Concepts I (3) *and*
CSIS-235 Programming Concepts II (3)

- CSIS-280 Introduction to Computer Science I (4) *and*
 CSIS-281 Introduction to Computer Science II (3)
 CSIS-282 Assembly-Language Programming (3) *and*
 CSIS-330 Organization of Computer Systems (4)
 CSIS-543 Object-Oriented Analysis and Design (3) *and*
 CSIS-544 Object-Oriented Programming (3)

Special Opportunities

- Internships at professional recording studios, radio and television stations, and theatres.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University

Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Audio Technology

- 22 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- ATEC-101 Fundamentals of Audio Technology (3)
- ATEC-102 Audio Technology Laboratory (1)
- ATEC-210 Sound Synthesis I (3)
- ATEC-220 Sound Synthesis II (3)
- ATEC-410 Sound Studio Techniques and Practice (3)
- ATEC-420 Advanced Sound Studio Techniques (3)
- ATEC-507 Digital Audio Workstations I (3)
- ATEC-508 Digital Audio Workstations II (3)
or
 COMM-333 Fundamentals of TV and VTR (3)

Biology

Chair Catherine Schaeff

Full-Time Faculty

Professor Emeritus/a W.C. Banta, E.J. Breyer,
 B.J. Clarke, R.H. Fox, M.C. Sager
Professor D.C. Culver

Research Professor D. Boness, B. Chambers, F. Ferari,
 R. Fleischer, J. Harasewych, G. Loeb, M. Morin, R. Nelson,
 J. Norenburg, D. Pawson, D. Swanson, K. Swartz

Associate Professor D.W. Fong, C. Schaeff

Assistant Professor L. Ameson, D. Carlini,
 V. Connaughton, K. Kim, D. Kirby, C. Tudge

The Department of Biology provides courses in the life sciences, emphasizing advances in molecular genetics, embryology, development, and evolutionary biology. Faculty members conduct research in developmental biology, evolutionary biology, neurobiology, microbiology, ecology, oceanography, immunology, and molecular biology. Students are encouraged to participate in research projects at all levels.

Students have the opportunity to visit, observe, and intern in some of the nation's most prestigious biological research centers, including the National Institutes of Health (NIH) and the National Institute of Mental Health (NIMH).

The department offers programs leading to the Bachelor of Science as well as graduate master's degree programs. In addition to training for graduate study in biology, undergraduate students are prepared for medical, dental, and veterinary schools. The Department of Biology offers courses that combine traditional education with training necessary in today's professional marketplace. Curricula are designed to allow maximum individual choice of course selection after depart-

mental requirements have been met. Minors in Biology and Environmental Science are also offered.

The Department of Biology offers programs leading to the M.A. or M.S. degree in biology. Both emphasize the development of research techniques. Research and teaching laboratories are well equipped and constantly upgraded. Students have the opportunity to gain experience in scientific methods and experimental design in the laboratory and in the field.

Graduate research may be carried out in the department or in the laboratories of federal agencies such as Walter Reed Institute of Pathology, the National Institutes of Health, Naval Medical Research Institute, National Zoo, Museum of Natural History, and Smithsonian Institution.

Graduates may choose to pursue further graduate training or attend professional school. Laboratory technicians or other persons in biomedical careers may earn their degrees as a way of upgrading their classifications and job skills. In addition, graduates will be able to take advantage of job opportunities in places such as research laboratories, museums, and zoos.

In addition to on-campus courses that provide laboratory and field experiences, students may also be placed in government policy-making or regulatory agencies and private-sector laboratories as interns or on independent study projects.

B.S. in Biology

Admission to the Program

Admission is through formal declaration of major. The department counsels freshmen and transfer students.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing

- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 72 credit hours with grades of C or better

Course Requirements

Departmental Requirements

- BIO-110/BIO-110G General Biology I 5:1 (4)
- BIO-210/BIO-210G General Biology II 5:2 (4)
- BIO-300 Cell Biology with Laboratory (4)
- BIO-356 Genetics with Laboratory (5)
- BIO-499 Senior Seminar in Biology (3)
- 20 credit hours in biology or other courses approved by the department chair at the 300 level or above. No more than 3 credit hours of a combination of BIO-390 Independent Reading, BIO-392 Cooperative Education, BIO-490 Independent Study Project in Biology, or BIO-491 Internship may be counted toward this requirement.

Related Requirements

- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- CHEM-310 Organic Chemistry I (3)
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- or
- STAT-202 Basic Statistics (4)
- PHYS-110/PHYS-110G University Physics I 5:1 (4) (recommended) or
- PHYS-105/PHYS-105G College Physics I 5:1 (4)
- PHYS-210/PHYS-210G University Physics II 5:2 (4) (recommended) or
- PHYS-205/PHYS-205G College Physics II 5:2 (4)

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Biology

- 28 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- BIO-110/BIO-110G General Biology I 5:1 (4)
- BIO-210/BIO-210G General Biology II 5:2 (4)
- BIO-300 Cell Biology with Laboratory (4)
- BIO-356 Genetics with Laboratory (5)
- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- One additional upper-level Biology course approved by the department chair

B.A. in Environmental Studies

The B.A. in Environmental Studies is an interdisciplinary program of study designed to provide a basic understanding of the scientific and social processes that shape our environment. Each student follows one of two tracks, in Environmental Science or Environmental Policy. Both tracks provide a solid foundation based on the natural sciences as well as the social sciences, through course work spanning many disciplines, including courses in the College of Arts and Sciences, the School of International Service, and the School of Public Affairs. For a description of this program, see the Interdisciplinary Programs chapter.

Minor in Environmental Science

For a description of this program, see Environmental Studies Programs in the Interdisciplinary Programs chapter.

Postbaccalaureate Premedical Certificate

For a description of this program, see the Preprofessional Programs chapter.

Combined B.S. and M.S. in Biology

This program is primarily designed for students who wish to pursue a doctoral degree in biology or who desire employment in biology research or administration.

Admission to the Program

Undergraduate biology majors should apply for admission to the B.S./M.S. program by the end of the junior year. Admission is open to undergraduates whose overall grade point average and grade point average in biology is 3.00 or higher. Applications must be accompanied by two letters of recommendation and a statement of purpose. Graduate Record Examination (GRE) scores are required for admission to the B.S./M.S. program.

Students should discuss their interest in the program with members of the faculty before submitting a formal application. Interested students are encouraged to enroll in up to 3 credit hours of BIO-490 Independent Study Project to conduct independent study research before applying.

Requirements

- All requirements for the B.S. in Biology
 - All requirements for the M.S. in Biology
- Students may use up to 6 credit hours from the following to satisfy the requirements for both degrees:

BIO-xxx courses at the 500 level or above
 CHEM-560 Biochemistry I
 STAT-514 Statistical Methods

M.S. in Biology

This is a research degree that may serve as an intermediate degree for those intending to pursue further graduate study, as well as a necessary degree for a variety of careers in the life sciences.

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must take the Graduate Record Examination, including the General Test and the Advanced Test in Biology. International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). Applicants must submit two letters of recommendation. Preference is given to applicants with a clear interest in working in the research laboratory of one of the full-time faculty members in the department.

Degree and Major Requirements

- 30 credit hours of approved graduate work
- Comprehensive examination
- Advancement to candidacy, which requires the acceptance of a research proposal by the student's advisor, the graduate studies committee, and the chair of the department at least one semester prior to the oral defense of the thesis.
- Completion, oral defense, and the acceptance of thesis by the thesis committee, chair of the department, and the university

Course Requirements

- BIO-550 Developmental Biology (3)
- BIO-566 Evolutionary Mechanisms (3)
- BIO-583 Molecular Biology (3)
- BIO-697 Research Methods in Biology (3)
- BIO-797 Master's Thesis Research (5)
- BIO-577 Special Topics in Developmental Biology (1)
 or
 BIO-579 Topics in Evolutionary Biology (1)
- STAT-514 Statistical Methods (3) (satisfies tool of research requirement)
- An additional 9 hours of approved graduate course work

M.A. in Biology

This is a nonthesis degree for students seeking various life science professions, as additional training for students seeking admission to professional schools, or as an intermediate degree for those intending to pursue further graduate study.

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must take the Graduate Record Examination, including the General Test and the Advanced Test in Biology. International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). Applicants must submit two letters of recommendation.

Degree and Major Requirements

- 30 credit hours of approved graduate work
- Comprehensive examination
- Directed literature research (BIO-790) resulting in a significant paper reviewing some aspect of life science; the subject of this review paper is selected by the student subject to approval by the graduate studies committee and the chair of the department
- An oral report presented in the form of a public seminar on the topic of the review paper

Course Requirements

- BIO-550 Developmental Biology (3)
 - BIO-566 Evolutionary Mechanisms (3)
 - BIO-583 Molecular Biology (3)
 - BIO-697 Research Methods in Biology (3)
 - BIO-790 Biology Literature Research (3)
 - BIO-577 Special Topics in Developmental Biology (1)
 or
 BIO-579 Topics in Evolutionary Biology (1)
 - STAT-514 Statistical Methods (3) (satisfies tool of research requirement)
 - An additional 11 hours of approved graduate course work
- ### Special Opportunities
- Teaching fellowships or assistantships
 - Helmlinge and Burhoe Awards for biology graduate students

M.S. in Environmental Science

For a description of this program, see Environmental Studies Programs in the Interdisciplinary Programs chapter.

Graduate Certificate in Environmental Assessment

For a description of this program, see Environmental Studies Programs in the Interdisciplinary Programs chapter.

Chemistry

Chair Nina M. Roscher

Full-Time Faculty

Professor Emeritus H.S. El Khadem (Isbell Chair Emeritus), P.F. Waters

Horace and May Isbell Chair in Natural Products

Chemistry D. Horton

Professor A.M. Cheh, J.E. Girard, N.M. Roscher

Research Professor J. Kutina, L.T. Hughes, J.G. Osteryoung, H. Ziffer

Associate Professor F.W. Carson,

Research Associate Professor A. Le

Assistant Professor K. Donaghy, M. Konaklieva, C.D. Pibel

Chemistry is the science that deals with the composition of materials, their structures and properties, the transformations they undergo, and the energy changes that accompany these transformations. Areas of study include general, organic, physical, analytical, and inorganic chemistry, as well as biochemistry and earth science. Students are encouraged to participate in research projects at all levels.

Accredited by the American Chemical Society, the department offers programs leading to the B.S. as well as graduate programs leading to the M.S. and Ph.D. degrees in chemistry. Besides training for a career or graduate study in chemistry, undergraduate students are prepared for medical or dental school, engineering programs, and other careers where technical expertise is needed. The department provides a personal, congenial environment where students can develop and pursue a flexible program of study designed to fulfill individual interests and needs.

Faculty members are involved in conducting research in analytical chemistry, biochemistry, carbohydrate chemistry, inorganic chemistry, biotechnology, organic synthesis, and physical biochemistry. Laboratory research projects are available in our own well-equipped modern building and also at many world-renowned research laboratories in the Washington, D.C. area.

Research opportunities in the Washington area through internships, cooperative education work-study programs, and special arrangements are available at the following laboratories: Center for Advanced Research in Biotechnology, Food and Drug Administration, National Institute of Standards and Technology, National Institutes of Health, Naval Medical Research Institute, Naval Research Laboratory, Naval Surface Weapons Laboratory, U.S. Army Mobility Equipment Research and Development Command at Fort Belvoir, and the Walter Reed Army Institute of Research. Students who participate in these

programs obtain experience with specialized equipment and interact with research scientists outside the university

B.S. in Biochemistry

Admission to the Program

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale). The department counsels freshmen and transfer students, as well as declared biochemistry majors.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 72 credit hours with grades of C or better

Course Requirements

- BIO-110/BIO-110G General Biology I 5:1 (4)
- BIO-210/BIO-210G General Biology II 5:2 (4)
- BIO-300 Cell Biology with Laboratory (4)
- BIO-356 Genetics with Laboratory (5)
- BIO-440 Microbiology with Laboratory (4)
- BIO-583 Molecular Biology (3)
- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- CHEM-310 Organic Chemistry I (3)
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- CHEM-410 Biophysical Chemistry (3)
- CHEM-411 Biophysical Chemistry Laboratory (1)
- CHEM-460 Instrumental Analysis (3)
- CHEM-461 Instrumental Analysis Laboratory (2)
- CHEM-508 Human Biochemistry Laboratory (1)
- CHEM-560 Biochemistry (3)
- CHEM-561 Biochemistry II (3)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- PHYS-110/PHYS-110G University Physics I 5:1 (4)
- PHYS-210/PHYS-210G University Physics II 5:2 (4)

B.S. in Chemistry

Admission to the Program

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale). The department counsels freshmen and transfer students, as well as declared chemistry majors.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 63 credit hours with grades of C or better

Course Requirements

- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- CHEM-310 Organic Chemistry I (3)
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- CHEM-350 Quantitative Analysis (3)
- CHEM-351 Quantitative Analysis Laboratory (2)
- CHEM-410 Biophysical Chemistry (3)
- CHEM-411 Biophysical Chemistry Laboratory (1)
- CHEM-460 Instrumental Analysis (3)
- CHEM-461 Instrumental Analysis Laboratory (2)
- CHEM-507 Chemical Literature (1)
- CHEM-510 Advanced Physical Chemistry (3)
- CHEM-511 Advanced Physical Chemistry Laboratory (2)
- CHEM-550 Advanced Inorganic Chemistry (3)
- CHEM-552 Inorganic Chemistry Laboratory (1)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-223 Calculus III (4)
- PHYS-110/PHYS-110G University Physics I 5:1 (4)
- PHYS-210/PHYS-210G University Physics II 5:2 (4)
- At least 3 credit hours from the following:
CHEM-490 Independent Study Project (1-6)
CHEM-498 Honors: Senior Year (1-3)
CHEM-499 Honors: Senior Year (1-3)

Special Opportunities

- Anthony M. Schwartz Undergraduate Research Fellowship
- Qualified junior and senior chemistry majors may conduct research under CHEM-390/490 Independent Study Project.

- A cooperative work-study program involving several research organizations is available through the Department of Chemistry. Undergraduate students work full time for six months and study at the university for five months.

Teaching Certification

Students interested in obtaining teaching credentials for grades 7-12 may take a 36-credit hour second major in secondary education or combine their undergraduate degree with the M.A.T. degree with a concentration in secondary education. For information on admission and program requirements, see the School of Education secondary education programs.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To fulfill Honors requirements for University Honors in Biochemistry or Chemistry, students may take Honors supplements to satisfy the advanced-level requirements, but are encouraged to meet with faculty members to discuss independent research projects that combine the advanced-level and capstone experiences. Students register for CHEM-398, CHEM-399, CHEM-498, or CHEM-499 as appropriate. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Chemistry

- 24 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- CHEM-310 Organic Chemistry I (3)
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- 8 credit hours from the following with the approval of the department chair:
CHEM-350 Quantitative Analysis (3)
CHEM-351 Quantitative Analysis Laboratory (2)
CHEM-410 Biophysical Chemistry (3)
CHEM-411 Biophysical Chemistry Laboratory (1)
CHEM-460 Instrumental Analysis (3)
CHEM-461 Instrumental Analysis Laboratory (2)
CHEM-510 Advanced Physical Chemistry (3)
CHEM-511 Advanced Physical Chemistry Laboratory (2)
CHEM-560 Biochemistry I (3)
CHEM-561 Biochemistry II (3)

Postbaccalaureate Premedical Certificate

For a description of this program, see the Preprofessional Programs chapter.

Combined B.S. and M.S. in Chemistry

Admission to the Program

Undergraduate chemistry majors should apply for admission to the B.S./M.S. program by the end of the junior year. Admission is open to undergraduates whose overall grade point average in chemistry is 3.00 or higher. Applications must be accompanied by two letters of recommendation and a statement of purpose.

Students should discuss their interest in the program with members of the faculty before submitting a formal application. Interested students are encouraged to enroll in CHEM-490 Independent Study Project to conduct independent study research before applying.

Requirements

- All requirements for the B.S. in Chemistry or Biochemistry
- All requirements for the M.S. in Chemistry
- Students may use up to 6 credit hours from the following to satisfy the requirements for both degrees:
 - CHEM-xxx courses at the 500 level or above
 - STAT-514 Statistical Methods (3)
 - PHYS-570 Introduction to Quantum Mechanics (3)

M.S. in Chemistry

Admission to the Program

Applicants must have earned a degree equivalent to fulfilling the requirements for a B.S. in Chemistry with a 3.00 cumulative grade point average (on a 4.00 scale) in chemistry from a college accredited by the American Chemical Society. All applications must be approved by the faculty of the Department of Chemistry.

Tracks

Analytical and Inorganic Chemistry (joint program), Biochemistry, and Organic Chemistry.

Degree and Major Requirements

- 30 credit hours of approved graduate work
- The entire course of study must constitute a unified program with specific major and minor fields and a proposed curriculum approved by the department's graduate evaluation committee and the chair of the department one semester after the student enters the program
- Advancement to candidacy on completion of 12 credit hours of graduate course work
- An examination in German, French, Russian, computer programming, or statistics as a tool of research.
- One comprehensive examination in the major field
- A thesis of publishable quality based on original chemical laboratory research

Course Requirements

- CHEM-507 Chemical Literature (1) (unless completed with a grade of B or better as an undergraduate)
- CHEM-550 Advanced Inorganic Chemistry (3) (unless completed with a grade of B or better as an undergraduate)
- CHEM-700 Seminar in Chemistry (1)

- CHEM-797 Master's Thesis Research (6)

Analytical and Inorganic Chemistry

- CHEM-522 Interpretation of Spectra (3)
- CHEM-551 Topics in Inorganic Chemistry (3)
- CHEM-610 Advanced Analytical Chemistry (3)

Biochemistry

- CHEM-520 Advanced Organic Chemistry I (3)
- CHEM-521 Advanced Organic Chemistry II (3)
- CHEM-522 Interpretation of Spectra (3)
- CHEM-560 Biochemistry I (3)
- CHEM-561 Biochemistry II (3)

Organic Chemistry

- CHEM-520 Advanced Organic Chemistry I (3)
- CHEM-521 Advanced Organic Chemistry II (3)
- CHEM-522 Interpretation of Spectra (3)
- CHEM-560 Biochemistry I (3)
- CHEM-561 Biochemistry II (3)

M.S. in Toxicology

Admission to the Program

Applicants must have earned a degree in chemistry, biology, or a related field from an accredited college or university. Admission is based on evaluation by the Department of Chemistry faculty of undergraduate and previous graduate work and two letters of recommendation. A cumulative undergraduate grade point average of 3.00 (on a 4.00 scale) is required, unless the applicant meets the alternate criteria of having a grade point average of 3.50 in the last 12 credit hours of graduate work.

Degree and Major Requirements

- 36 credit hours of approved graduate work
- Tool of research: statistics
- One comprehensive examination in toxicology
- 6 credit hours of research seminar with a grade of B or better

Course Requirements

- CHEM-560 Biochemistry I (3)
- CHEM-561 Biochemistry II (3)
- CHEM-670 Principles of Pharmacology (3)
- CHEM-671 Principles of Toxicology (3)
- CHEM-682 Toxicological Testing (3)
- CHEM-751 Research Seminar in Toxicology and Biochemistry (6)
- 15 credit hours chosen from the following:
 - BIO-501 Mechanisms of Pathogenesis (3)
 - BIO-541 Cellular Immunology (3)
 - ENVS-575 Environmental Risk Assessment (3)
 - BIO-583 Molecular Biology (3)
 - CHEM-501 Principles of Analytical Chemistry (3)
 - CHEM-680 Chemical Mutagens and Carcinogens (3)
- Other approved electives may be substituted

Ph.D. in Chemistry

Admission to the Program

Applicants must have earned either a degree equivalent to fulfilling the requirements for a B.S. in chemistry with a 3.00 cumulative grade point average (on a 4.00 scale) in chemistry from a college accredited by the American Chemical Society or an M.S. or M.A. in chemistry. All applications must be approved by the faculty of the Department of Chemistry.

Tracks

Analytical and Inorganic Chemistry (joint program), Biochemistry, and Organic Chemistry

Degree and Major Requirements

- 72 credit hours of approved graduate work:

The entire course of study must constitute a unified program with specific major and minor fields and a proposed curriculum approved by the department's graduate evaluation committee and the chair of the department one semester after the student enters the program. The course program consists of a set of core courses supplemented by electives determined in consultation with the student's advisor or the graduate evaluation committee.

- Advancement to candidacy on completion of 18 graduate credit hours in chemistry for students admitted with a B.S. or B.A. degree. Students admitted from another university with an M.S. degree are required to file for advancement to candidacy on completing 9 graduate credit hours in chemistry.
- Tool of research: examinations in two of the following: Russian, German, French, computer programming, or statistics.
- Four comprehensive examinations, two in the major field, one in the minor field, and one oral examination in defense of the dissertation proposal
- A dissertation of publishable quality based on original chemical laboratory research and oral defense before the student's committee.

Course Requirements

- CHEM-507 Chemical Literature (1) (unless completed with a grade of B or better as an undergraduate)
- CHEM-520 Advanced Organic Chemistry I (3)
- CHEM-521 Advanced Organic Chemistry II (3)

- CHEM-550 Advanced Inorganic Chemistry (3) (unless completed with a grade of B or better as an undergraduate)
- CHEM-610 Advanced Analytical Chemistry (3)
- CHEM-700 Seminar in Chemistry (2)
- CHEM-799 Doctoral Dissertation Research (12-24)
- An additional two courses from the following:
CHEM-510 Advanced Physical Chemistry (3)
CHEM-546 Thermodynamics and Statistical Mechanics (3)
CHEM-642 Chemical Kinetics (3)
PHYS-570 Introduction to Quantum Mechanics (3)

Electives determined by the student's choice of track:

Analytical and Inorganic Chemistry

- CHEM-560 Biochemistry I (3)
- CHEM-561 Biochemistry II (3)
- CHEM-522 Interpretation of Spectra (3)
- CHEM-551 Topics in Inorganic Chemistry (3)
or
- CHEM-618 Topics in Analytical Chemistry (3)

Biochemistry

- CHEM-522 Interpretation of Spectra (3)
- CHEM-560 Biochemistry I (3)
- CHEM-561 Biochemistry II (3)

Organic Chemistry

- CHEM-522 Interpretation of Spectra (3)
- CHEM-560 Biochemistry I (3)
- CHEM-561 Biochemistry II (3)

Graduate Certificate in Toxicology

Admission to the Program

Open to students with bachelor's degree in chemistry or biology.

Certificate Requirements

- 18 credit hours of approved course work

Course Requirements

- CHEM-560 Biochemistry I (3)
- CHEM-561 Biochemistry II (3)
- CHEM-671 Principles of Toxicology (3)
- CHEM-670 Principles of Pharmacology (3)
- CHEM-682 Toxicological Testing (3)
- Approved elective
Other approved courses may be substituted

Computer Science and Information Systems

Chair Richard G. Gibson

Full-Time Faculty

Professor Emeritus R.A. Bassler, W.J. Kennevan, I.D. Welt

Professor T.J. Bergin, F.W. Connolly, A.J. La Salle, M. Owrang, A. Wu

Associate Professor Emeritus W.H. Gammon

Associate Professor R.G. Gibson, M.A. Gray,

R. Khorramshahgol, G. McGuire

Assistant Professor N. Arman, C. Linville, S. Read, V. Ribiere

Instructor A. Ford, R. Myers

The Department of Computer Science and Information Systems combines the resources and knowledge of two disciplines that concentrate on different aspects of the computer and information revolution. This combination enables students to gain a broader view of these fields than would otherwise be possible. American University's Washington, D.C. location affords students access to many governmental, cultural, scientific, and historical institutions. These institutions serve as an important research resource. In addition, they are a source of full-time and part-time employment for students with a strong technological background.

Computer science is the study of the theory and technology of computation itself. It is the science of information and of the structures that communicate, store, and process information. Whether one studies the machine (hardware) or the instructions executed by the machine (software), the fundamental concepts are similar.

Information systems is a professionally-oriented area covering all aspects of the analysis, design, development, and maintenance of computerized information systems. As all types of organizations become dependent on automated information resources, demand grows for information systems professionals. The information systems programs provide opportunities for course work to meet each student's special interests by allowing major electives to be chosen from other units in the university.

The computer science and information systems programs at American University ensure a balanced presentation of the practical and theoretical aspects of computer science and information technology. The program provides students with a background that may form the basis for professional employment or for further graduate study.

B.S. in Computer Information Systems

This program is designed to give students a thorough foundation in both the academic and practical aspects of information systems.

Admission to the Program

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale) and departmental approval.

University Requirements

- A total of 120 credit hours
- 6 hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 71 credit hours with grades of C or better

Course Requirements

Core

- CSIS-211 Introduction to Computer Information Systems (3)
- CSIS-234 Programming Concepts I (3)
- CSIS-235 Programming Concepts II (3)
- CSIS-315 Organizational Aspects of Information Systems (3)
- CSIS-325 Computer Hardware and System Software (3)
- CSIS-455 Introduction to Systems Analysis (3)
- CSIS-460 Applied Systems Design (3)
- CSIS-465 Designing and Writing Computer Documentation (3)
- CSIS-480 Senior Seminar in Computer Information Systems (3)
- CSIS-485 Senior Workshop in Computer Information Systems (3)
- CSIS-570 Database Management Systems (3)

Analytical Skills

- ACCT-240 Principles of Financial Accounting (3)
- CSIS-432 Introduction to Simulation and Modeling (3)
- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- MATH-211 Applied Calculus I (4)
or
MATH-221 Calculus I (4)
- STAT-202 Basic Statistics (4)

Note: ECON-100G and ECON-200G fulfill the General Education Curricular Area 4 requirement. Either MATH-211 or MATH-221 satisfies the University Mathematics requirement.

Applications Area

- Two courses (minimum 6 credit hours) in an area of application of interest to the student as approved by an academic advisor. The courses must reflect a substantive area in which the student can apply his or her knowledge of information systems.

Examples of applications areas include but are not limited to: international development, scientific information systems, computer science, social science research, communication, public administration, personnel management, business administration, and arts management.

Electives

- 12 credit hours from the following; no more than 6 credit hours of cooperative education, internship, independent study, or independent reading may be used to fulfill this requirement.
 - CSIS-282 Assembly-Language Programming (3)
 - CSIS-310 Introduction to Geographic Information Systems (3)
 - CSIS-345 Software Engineering (3)
 - CSIS-388 Introduction to Decision Analysis (3)
 - CSIS-392 Cooperative Education Field Experience (3)
 - CSIS-396 Selected Topics (3) with departmental approval
 - CSIS-435 Web Programming (3)
 - CSIS-438 PL/SQL Database Programming (3)
 - CSIS-442 Client-Server and Distributed Information Systems (3)
 - CSIS-490 Independent Study in Computer Information Systems (1-6)
 - CSIS-491 Internship (1-6)
 - CSIS-510 Legal Issues in Computing (3)
 - CSIS-520 Algorithms and Data Structures (3)
 - CSIS-535 User Interface Analysis and Design (3)
 - CSIS-550 History of Computing (3)
 - CSIS-565 Operating Systems (3)
 - CSIS-568 Artificial Intelligence (3)
 - CSIS-584 Computer Graphics (3)
 - CSIS-596 Selected Topics (3) with departmental approval

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Computer Information Systems

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- CSIS-100 Computers and Information (3)
- CSIS-211 Introduction to Computer Information Systems (3)
- CSIS-234 Programming Concepts I (3)
- CSIS-455 Introduction to Systems Analysis (3)
- Two courses from the following:
 - CSIS-315 Organizational Aspects of Information Systems (3)
 - CSIS-325 Computer Hardware and System Software (3)
 - CSIS-432 Introduction to Simulation and Modeling (3)

CSIS-442 Client-Server and Distributed Information Systems (3)

CSIS-460 Applied Systems Design (3)

CSIS-570 Database Management Systems (3)

or other courses with advisor's approval

B.S. in Computer Science

Admission to the Program

Formal admission to the major requires a cumulative grade point average of 2.00 (on a 4.00 scale) and departmental approval.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 70 credit hours with grades of C or better

Course Requirements

- CSIS-280 Introduction to Computer Science I (4)
- CSIS-281 Introduction to Computer Science II (3)
- CSIS-330 Organization of Computer Systems (4)
- CSIS-350 Introduction to Discrete Structures (3)
- CSIS-520 Algorithms and Data Structures (3)
- CSIS-521 Design and Organization of Programming Languages (3)
- CSIS-565 Operating Systems (3)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-310 Linear Algebra (3)
- MATH-508 Automata, Languages and Computability (3)
- STAT-202 Basic Statistics (4)
- 15 credit hours approved by the student's advisor from the following; no more than 6 credit hours of cooperative education, internship, independent study, or independent reading may be used to fulfill this requirement.
 - CSIS-282 Assembly-Language Programming (3)
 - CSIS-310 Introduction to Geographic Information Systems (3)
 - CSIS-345 Software Engineering (3)
 - CSIS-388 Introduction to Decision Analysis (3)
 - CSIS-390 Independent Reading in Computer Science (1-6) with departmental approval
 - CSIS-392 Cooperative Education Field Experience (3)
 - CSIS-396 Selected Topics (3) with departmental approval
 - CSIS-432 Introduction to Simulation and Modeling (3)
 - CSIS-435 Web Programming (3)

CSIS-438 PL/SQL Database Programming (3)
 CSIS-442 Client-Server and Distributed Information Systems (3)

CSIS-491 Internship (1-6)

CSIS-510 Legal Issues in Computing (3)

CSIS-535 User Interface Analysis and Design (3)

CSIS-543 Object-Oriented Analysis and Design (3)

CSIS-544 Object-Oriented Programming (3)

CSIS-546 Introduction to Computer Networks (3)

CSIS-550 History of Computing (3)

CSIS-568 Artificial Intelligence (3)

CSIS-570 Database Management Systems (3)

CSIS-580 Introduction to Neural Networks (3)

CSIS-584 Computer Graphics (3)

CSIS-585 Artificial Intelligence Programming (3)

CSIS-596 Selected Topics (3) with departmental approval

MATH-560 Numerical Analysis: Basic Problems (3)

- A two-semester sequence of laboratory science:

BIO-110/BIO-110G General Biology I 5:1 (4) *and*

BIO-210/BIO-210G General Biology II 5:2 (4)

or

CHEM-110/CHEM-110G General Chemistry I 5:1 (4) *and*

CHEM-210/CHEM-210G General Chemistry II 5:2 (4)

or

PHYS-105/PHYS-105G College Physics I 5:1 (4) *and*

PHYS-205/PHYS-205G College Physics II 5:2 (4)

or

PHYS-110/PHYS-110G University Physics I 5:1 (4) *and*

PHYS-210/PHYS-210G University Physics II 5:2 (4)

- Two additional science courses, and/or courses with strong emphasis on quantitative methods

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Computer Science

- 19 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- CSIS-100 Computers and Information (3)
- CSIS-280 Introduction to Computer Science I (4)
- CSIS-281 Introduction to Computer Science II (3)
- CSIS-520 Algorithms and Data Structures (3)
- Two courses from the following:
 CSIS-330 Organization of Computer Systems (4)
 CSIS-345 Software Engineering (3)
 CSIS-432 Introduction to Simulation and Modeling (3)

CSIS-442 Client-Server and Distributed Information Systems (3)

CSIS-455 Introduction to Systems Analysis (3)

CSIS-565 Operating Systems (3)

CSIS-570 Database Management Systems (3)

or other courses with advisor's approval

B.S. in Multimedia Design and Development

The B.S. in Multimedia Design and Development program is jointly administered by the Departments of Art and Computer Science and Information Systems in the College of Arts and Sciences, and the Visual Media Division in the School of Communication. Students begin with a common core of courses to introduce them to the principles applied to multimedia, and components of multimedia including images, language and vocabulary, and technology foundations, and then learn to use the tools and products of multimedia and study their influence on visualization and the creative process. Each student chooses a specialization in either computing, graphic design or communication. Finally, students apply their specialization expertise in collaborative multimedia projects and research and participate in co-ops and internships. For more information on program requirements, see the Interdisciplinary Programs chapter.

Combined B.S. and M.S. In Computer Science

Admission to the Program

Admission is open to undergraduate computer science majors with a minimum grade point average of 3.20 (on a 4.00 scale). Applicants must have completed the following by the end of the junior year:

CSIS-280 Introduction to Computer Science I

CSIS-281 Introduction to Computer Science II

CSIS-520 Algorithms and Data Structures (3)

Requirements

- All requirements for the B.S. in Computer Science
 - All requirements for the M.S. in Computer Science
- Students may apply 6 credit hours of approved course work at the 500 level to satisfy the requirements of both degrees.

Combined B.S. and M.S. in Information Systems

Admission to the Program

Admission is open to undergraduates with an overall grade point average of at least 3.20 (on a 4.00 scale).

Requirements

- All requirements for the B.S. in Computer Information Systems
 - All requirements for the M.S. in Information Systems
- CSIS-511 Concepts in Systems and Information and CSIS-515 Organizational Issues and Information Systems may be applied to both degrees. Students must complete the necessary prerequi-

sites before taking CSIS-511 and CSIS-515 and both must be completed with a grade of B or better.

Combined B.S. in Mathematics and M.S. in Computer Science

Admission to the Program

Admission is open to undergraduate mathematics majors with a minimum grade point average of 3.20 (on a 4.00 scale). Applicants must have completed the following by the end of the junior year:

- CSIS-280 Introduction to Computer Science I
- CSIS-281 Introduction to Computer Science II
- CSIS-520 Algorithms and Data Structures (3)

Requirements

- All requirements for the B.S. in Mathematics
 - All requirements for the M.S. in Computer Science
- Students may apply 6 credit hours of approved course work at the 500 level to satisfy the requirements of both degrees.

Combined B.S. in Physics and M.S. in Computer Science

Knowledge of physics and computing techniques can enhance careers in a variety of fields. Computing is an integral part of physicists' work, and a knowledge of physics gives computing professionals an advantage in today's technology and applications environment. A full-time student can complete this program and receive a B.S. in Physics and a M.S. in Computer Science in five years.

Admission to the Program

Admission is open to undergraduate physics majors with a minimum grade point average of 3.00 (on a 4.00 scale). Applications must be accompanied by two letters of recommendation and a statement of purpose.

Requirements

- All requirements for the B.S. in Physics
 - All requirements for the M.S. in Computer Science
- Students may apply 6 credit hours of approved course work at the 500 level to satisfy the requirements of both degrees.

M.S. in Computer Science

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must have an adequate undergraduate preparation or experience in computer science. Students entering the program without the appropriate background will be expected to take certain undergraduate courses as a prerequisite. Applicants must submit scores from the Graduate Record Examination (GRE) aptitude test.

Degree and Major Requirements

- 30 credit hours of approved graduate work
- Tool of research: mathematics, statistics, French, German, Japanese, or Russian

- Comprehensive examination, satisfied by completion of a professional portfolio approved by the department
 - 6 credit hours of thesis or nonthesis option
- CSIS-520, CSIS-521, CSIS-540, and courses taken to satisfy tool of research and thesis or nonthesis option must be passed with grades of B or better.

Course Requirements

- CSIS-520 Algorithms and Data Structures (3) (or equivalent)
 - CSIS-521 Design and Organization of Programming Languages (3) (or equivalent)
 - CSIS-540 Computer System Organization and Programming (3) (or equivalent)
 - Thesis option: CSIS-797 Master's Thesis Seminar in Computer Science (6) and an oral defense of the thesis
- Nonthesis option: 6 credit hours with grades of B or better from the following:
- CSIS-620 Design and Analysis of Algorithms (3)
 - CSIS-630 Expert Systems (3)
 - CSIS-632 Simulation and Modeling (3)
 - CSIS-636 Advanced Database Management (3)
 - CSIS-637 Database Administration (3)
 - CSIS-645 Software Engineering (3)
 - CSIS-646 Computer Network Design and Analysis (3)
 - CSIS-690 Independent Study in Computer Science (1-6)
- Five additional courses from the following; no more than 6 credit hours of cooperative education, internship, independent study, or independent reading may be used to fulfill this requirement.
- CSIS-510 Legal Issues in Computing (3)
 - CSIS-535 User Interface Analysis and Design (3)
 - CSIS-543 Object-Oriented Analysis and Design (3)
 - CSIS-544 Object-Oriented Programming (3)
 - CSIS-546 Introduction to Computer Networks (3)
 - CSIS-550 History of Computing (3)
 - CSIS-565 Operating Systems (3)
 - CSIS-568 Artificial Intelligence (3)
 - CSIS-570 Database Management Systems (3)
 - CSIS-580 Introduction to Neural Networks (3)
 - CSIS-584 Computer Graphics (3)
 - CSIS-585 Artificial Intelligence Programming (3)
 - CSIS-596 Selected Topics (3) with departmental approval
 - CSIS-610 Introduction to Geographic Information Systems (3)
 - CSIS-620 Design and Analysis of Algorithms (3)
 - CSIS-630 Expert Systems (3)
 - CSIS-632 Simulation and Modeling (3)
 - CSIS-636 Advanced Database Management (3)
 - CSIS-637 Database Administration (3)
 - CSIS-642 Client Server Computing (3)
 - CSIS-645 Software Engineering (3)
 - CSIS-646 Computer Network Design and Analysis (3)
 - CSIS-688 Introduction to Decision Analysis (3)
 - CSIS-691 Internship (1-6)
 - CSIS-692 Cooperative Education Field Experience (3-6)

M.S. in Information Systems

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must have taken CSIS-211 Introduction to Computer Information Systems or equivalent, a semester of college mathematics, and have the ability to program in a structured higher-level language. Applicants must submit scores from the Graduate Record Examination (GRE) aptitude test.

Degree and Major Requirements

- 36 credit hours of approved graduate work
 - Tool of research: CSIS-606 Quantitative Analysis for Information Systems
 - Comprehensive examination, satisfied by completion of a professional portfolio approved by the department
 - 6 credit hours of thesis or nonthesis option
- Courses taken to satisfy tool of research and thesis or nonthesis option must be passed with grades of B or better.

Course Requirements

- CSIS-511 Concepts in Systems and Information (3)
- CSIS-515 Organizational Issues and Information Systems (3)
- CSIS-560 Systems Analysis and Design (3)
- CSIS-570 Database Management Systems (3)
- CSIS-606 Quantitative Analysis for Information Systems (3)
- CSIS-662 Information Systems Management (3)
- Four additional CSIS courses at the 500 level or above; no more than 6 credit hours of cooperative education, internship, or independent study may be used to fulfill this requirement.
- Thesis option: CSIS-797 Master's Thesis Seminar (6) and an oral defense of the thesis
- Nonthesis option:
CSIS-665 Analysis and Design Workshop (3)
CSIS-760 Information Systems Seminar (3)

Weekend Graduate Program in Information Systems

Students in the M.S. in Information Systems weekend program participate together as a learning community in 12 sequenced courses. Most courses run for six weekend sessions. Students complete the degree requirements in 24 months.

Graduate Certificate in Information Systems

Admission to the Program

Requires a bachelor's degree from an accredited college or university, the equivalent of CSIS-211 Introduction to Computer Information Systems, a semester of college mathematics, and ability to program in a structured higher-level language.

Course Requirements (18 credit hours)

Students must complete the courses with a grade point average of 3.00 or higher. All courses must be completed with a grade of C or better.

- CSIS-511 Concepts in Systems and Information (3)
- CSIS-515 Organizational Issues and Information Systems (3)

- CSIS-560 Systems Analysis and Design (3)
- CSIS-570 Database Management Systems (3)
- CSIS-606 Quantitative Analysis for Information Systems (3)
- CSIS-662 Information Systems Management (3)

Graduate Certificate in Software Process Improvement

The Graduate Certificate in Software Process Improvement prepares students to enhance their knowledge and capabilities in software development with a balance between skills, concepts, theory, and emerging bodies of knowledge in software processes.

Admission to the Program

Students must satisfy the university requirements for admission to master's degree programs in CSIS. In addition, admission to the certificate program assumes a prerequisite knowledge of software systems development based on experience in business or government.

Course Requirements (18 credit hours)

Students must complete the courses with a grade point average of 3.00 or higher. All courses must be completed with a grade of C or better.

- CSIS-511 Concepts in Systems and Information (3)
- CSIS-560 Systems Analysis and Design (3)
- CSIS-586 Software Process Improvement (3)
- CSIS-645 Software Engineering I (3)
- CSIS-647 Project Management and Project Leadership (3)
- CSIS-648 Software Engineering II (3)

Graduate Certificate in Information Resources Management (IRM)

The Information Resources Management (IRM) graduate certificate program prepares students to understand the intrinsic worth of information that is automated, and how to build, maintain, distribute, and manage information systems in organizations. American University's IRM certificate program satisfies the guidelines of the U.S. General Services Administration's IRM Certificate Program requirements.

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must have taken CSIS-211 Introduction to Computer Information Systems or equivalent, a semester of college mathematics, and have the ability to program in a structured higher-level language.

Course Requirements (18 credit hours)

Students must complete the courses with a grade point average of 3.00 or higher. All courses must be completed with a grade of C or better.

- CSIS-511 Concepts in Systems and Information (3)
- CSIS-661 Telecommunications and Management Information (3)
- CSIS-668 Data Resources Management (3)

- CSIS-670 Information Resources Management (3)
- 6 credit hours from the following:
 - CSIS-515 Organizational Issues and Information Systems (3)
 - CSIS-560 Systems Analysis and Design (3)
 - CSIS-667 Information Engineering (3)

Graduate Certificate in Systems and Project Management (SPM)

The Systems and Project Management (SPM) graduate certificate program prepares students to understand current and emerging issues related to the orderly analysis, design, development, implementation, operation, maintenance and replacement of information systems, including both management and technology.

Admission to the Program

Students must satisfy university requirements for admission to certificate programs. In addition, admission to this program is limited to students with basic knowledge of computing principles and practices, derived from either course work, work experience, or both, obtained within seven years prior to admission to the program. Up to 3 credit hours of equivalent graduate course work with a grade of B or better earned at an accredited college or university may be applied toward the certificate. CSIS-511 Concepts in Systems and Information may be waived for applicants who demonstrate equivalent work ex-

perience. Requests for waiver are submitted and reviewed in accordance with university policies.

All transfers, substitutions and waived credits must be approved in writing by the Department of Computer Science and Information Systems.

Course Requirements (15 credit hours)

Students must complete the courses with a grade point average of 3.00 or higher. All courses must be completed with a grade of C or better. No more than 9 credit hours at the 500 level should be taken.

- 9 credit hours from the following:
 - CSIS-650 Advanced Project Management with Software Emphasis (3)
 - CSIS-511 Concepts in Systems and Information (3)
 - CSIS-555 Systems Engineering Process (3)
 - CSIS-647 Project Management and Project Leadership (3)
 - MGMT-601 Project Business Management (3)
- 6 credit hours from the following:
 - CSIS-510 Legal Issues in Computing (3)
 - CSIS-515 Organizational Issues and Information Systems (3)
 - CSIS-560 Systems Analysis and Design (3)
 - CSIS-606 Quantitative Analysis for Information Systems (3)
 - CSIS-661 Telecommunications and Management Information Systems (3)
 - CSIS-663 Intelligent Information Systems (3)
 - CSIS-667 Information Engineering (3)
 - CSIS-668 Data Resources Management (3)
 - CSIS-670 Information Resource Management (3)

Economics

Chair Larry Sawers

Full-Time Faculty

Professor Emeritus B. Bergmann (Distinguished Professor Emerita), W.D. Bowles, T.F. Demburg, P.C. Thanh, A. Waterston, J.H. Weaver

Professor R.A. Blecker, J.E. Broder, R. Feinberg, R. Hahnel, J. Lane, R. I. Lerman, R. Müller, L. Sawers, D. Schydowsky, H.M. Wachtel, J. D. Wisman

Associate Professor M. Floro, A. Golan, F. Graham, M. Hazilla, T. Husted, A. Isaac, M. Meurs, W. Park, J. Willoughby

Assistant Professor C. Callahan, K. Carey, D. Carr, M. Hanson, S. Headlee, T. Hertz

Distinguished Economist in Residence G. Ayittey, C. Bradford, A. Golan

The Department of Economics at American University emphasizes economic studies that enable graduates to participate actively in the process of finding answers to the important economic questions that face our society and other nations of

the world. Emphasis is placed on viewing economic problems in both their domestic and international contexts.

The university's location in Washington, D.C. enables it to assist students and graduates in obtaining employment and internships in several of the world's most important economic institutions, including the World Bank, the International Monetary Fund, research institutes, and the treasury, labor, and commerce departments. Many of our graduates find policy-making positions in the public and private sectors of both the United States and other nations.

The Department of Economics adopts a pluralistic approach to economics education that includes neoclassical and Keynesian economics, historical and institutional economics, and political economy. International economic issues receive special emphasis, as do such socially important topics as the economics of gender. The neoclassical and Keynesian traditions form the core of economic theory that our majors are expected to master. The study of economic history, the history of economic thought, and alternative economic methodologies alert students to divergent perspectives and to the role of institutions. Courses in comparative economic policies and post-Keynesian economics widen the range of fields available. Courses in specialized fields

deal with monetary economics, public finance and government, economic policy, development, the structure of U.S. industry, international trade and finance, and trends in earnings and employment.

UNDERGRADUATE PROGRAMS

Within the two majors, economics and economic theory, students choose a general or international track. Economic theory provides rigorous training in economic theory, econometrics, and quantitative skills and prepares students for research positions or graduate work. The economics major combines economic theory with applied fields and is designed to allow the student the flexibility of a double major with other departments in the College of Arts and Sciences, the School of International Service, the Kogod School of Business, the School of Public Affairs and the School of Communication.

Admission to the Programs

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale) and the approval of the department undergraduate advisor. The department counsels freshmen and transfer students.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

B.A. in Economics

Tracks

General and International

Major Requirements

- 43–55 credit hours with grades of C or better

Course Requirements

Core

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- ECON-300 Intermediate Microeconomics (3) *or* ECON-500 Microeconomics (3)
- ECON-301 Intermediate Macroeconomics (3) *or* ECON-501 Macroeconomics (3)
- STAT-202 Basic Statistics (4)

General Track

- Six economics courses (ECON-xxx) at the 300 level or above:

At least one course must be related to the economics of other countries or international economics. No more than 6 credit

hours may be fulfilled by Washington Economic Policy Semester courses, economics courses from American University study abroad programs or ECON-498/499 Senior Honors I/II. *Note:* Independent reading and study courses, internships and co-ops require permission of the student's advisor to count toward this requirement.

- Related Course Requirement: three courses from the following approved by the student's advisor:
 Anthropology: ANTH-xxx (300 level or above)
 Business Administration: ACCT-xxx, FIN-xxx, IBUS-xxx, MGMT-xxx, MKTG-xxx (300 level or above and ACCT-240 Principles of Financial Accounting)
 Communication: COMM-xxx (300 level or above)
 Computer Science and Information Systems: CSIS-xxx (200 level or above)
 Government: GOVT-xxx (300 level or above)
 History: HIST-xxx (300 level or above)
 International Studies: SIS-xxx (300 level or above)
 Justice, Law and Society: JLS-xxx (300 level or above)
 Mathematics: MATH-xxx (200 level or above)
 Philosophy: PHIL-xxx (300 level or above)
 Psychology: PSYC-xxx (300 level or above)
 Statistics: STAT-xxx (200 level or above)
 Sociology: SOCY-xxx (300 level or above)

International Track

- International Economics Sequence:
 ECON-371 International Economics: Trade (3)
 ECON-372 International Economics: Finance (3)
- One of the following:
 ECON-302 Comparative Economics Systems (3)
 ECON-307 Economic Development (3)
 ECON-552 Economic Transition in Eastern Europe and New Independent States (3)
 ECON-555 Economic Development of Latin America (3)
- Two additional economics courses (ECON-xxx) at the 300 level or above (excluding ECON-311 International Economics)
- One of the following:
 IBUS-300 Fundamentals of International Business (3)
 IBUS-302 International Finance (3)
 SIS-385 U.S. Foreign Economic Policy (3)
 SIS-465 Contemporary International Trade and Investment Policies (3)
 SIS-466 Contemporary International Monetary, Finance, and Energy Policies (3)
- Related Course Requirement: two courses from the following approved by the student's advisor:
 Anthropology: ANTH-xxx (300 level or above)
 Business Administration: ACCT-xxx, FIN-xxx, IBUS-xxx, MGMT-xxx, MKTG-xxx (300 level or above and ACCT-240 Principles of Financial Accounting)
 Communication: COMM-xxx (300 level or above)

Computer Science and Information Systems: CSIS-xxx (200 level or above)

Government: GOVT-xxx (300 level or above)

History: HIST-xxx (300 level or above)

International Studies: SIS-xxx (300 level or above)

Justice, Law and Society: JLS-xxx (300 level or above)

Language and Foreign Studies: (300 or above)

Mathematics: MATH-xxx (200 level or above)

Philosophy: PHIL-xxx (300 level or above)

Psychology: PSYC-xxx (300 level or above)

Statistics: STAT-xxx (200 level or above)

Sociology: SOCY-xxx (300 level or above)

- 10–12 credit hours or demonstration of intermediate level or higher competence in one modern foreign language
- 3 credit hours from the following as a capstone:
ECON-392 Cooperative Education Field Experience or
ECON-480 Research Seminar in Economics (3) (research project on international issues)
ECON-491 Internship (placement in international economics)

Economics courses taken as part of a study abroad program

B.A. in Economic Theory

Tracks

General and International

Major Requirements

- 53–65 credit hours with grades of C or better

Course Requirements

Core

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- ECON-300 Intermediate Microeconomics (3) or
ECON-500 Microeconomics (3)
- ECON-301 Intermediate Macroeconomics (3) or
ECON-501 Macroeconomics (3)
- ECON-310 Introduction to Econometrics (3)
- MATH-211 Applied Calculus I (4)
or
MATH-221 Calculus I (4)
- STAT-202 Basic Statistics (4)

General Track

- CSIS-280 Introduction to Computer Science I (4)
- One of the following:
ECON-371 International Economics: Trade (3)
ECON-372 International Economics: Finance (3)
- One of the following:
ECON-308 Economic History (3)
ECON-317 Political Economy (3)
ECON-319 U.S. Economic History (3)
ECON-320 History of Economic Ideas (3)

- Four economics courses (ECON-xxx) at the 300 level or above
- Related Course Requirement: three courses from the following approved by the student's advisor:
Anthropology: ANTH-xxx (300 level or above)
Business Administration: ACCT-xxx, FIN-xxx, IBUS-xxx,
MGMT-xxx, MKTG-xxx (300 level or above and ACCT-240
Principles of Financial Accounting)
Communication: COMM-xxx (300 level or above)
Computer Science and Information Systems: CSIS-xxx (200
level or above)
Government: GOVT-xxx (300 level or above)
History: HIST-xxx (300 level or above)
International Studies: SIS-xxx (300 level or above)
Justice, Law and Society: JLS-xxx (300 level or above)
Mathematics: MATH-xxx (200 level or above)
Philosophy: PHIL-xxx (300 level or above)
Psychology: PSYC-xxx (300 level or above)
Statistics: STAT-xxx (200 level or above)
Sociology: SOCY-xxx (300 level or above)
- ECON-480 Research Seminar in Economics (3)

International Track

- International Economics Sequence:
ECON-371 International Economics: Trade (3)
ECON-372 International Economics: Finance (3)
- One of the following:
ECON-302 Comparative Economics Systems (3)
ECON-307 Economic Development (3)
ECON-552 Economic Transition in Eastern Europe and
New Independent States (3)
ECON-555 Economic Development of Latin America (3)
- Two additional Economics (ECON-xxx) courses at the 300
level or above (excluding ECON-311 International
Economics)
- One of the following:
IBUS-300 Fundamentals of International Business (3)
IBUS-302 International Finance (3)
SIS-385 U.S. Foreign Economic Policy (3)
SIS-465 Contemporary International Trade and Investment
Policies (3)
SIS-466 Contemporary International Monetary, Finance, and
Energy Policies (3)
- Related Course Requirement: two courses from the following
approved by the student's advisor:
Anthropology: ANTH-xxx (300 level or above)
Business Administration: ACCT-xxx, FIN-xxx, IBUS-xxx,
MGMT-xxx, MKTG-xxx (300 level or above and ACCT-240
Principles of Financial Accounting)
Communication: COMM-xxx (300 level or above)
Computer Science and Information Systems: CSIS-xxx (200
level or above)
Government: GOVT-xxx (300 level or above)
History: HIST-xxx (300 level or above)

International Studies: SIS-xxx (300 level or above)
 Justice, Law and Society: JLS-xxx (300 level or above)
 Language and Foreign Studies: (300 or above)
 Mathematics: MATH-xxx (200 level or above)
 Philosophy: PHIL-xxx (300 level or above)
 Psychology: PSYC-xxx (300 level or above)
 Statistics: STAT-xxx (200 level or above)
 Sociology: SOCY-xxx (300 level or above)

- 10-12 credit hours or demonstration of intermediate level or higher competence in one modern foreign language
- 6 credit hours from the following as a capstone:
 ECON-392 Cooperative Education Field Experience or
 ECON-480 Research Seminar in Economics (3) (research project on international issues)
 ECON-491 Internship (placement in international economics)
 Economics courses taken as part of a study abroad program

Study Abroad Programs

American University's World Capitals Program offers study abroad programs in which students take courses, participate in internships, and interact with public officials and political leaders. Students wishing to use courses from study abroad programs to count as their capstone must obtain approval of the undergraduate advisor.

Honor Society

A chapter of Omicron Delta Epsilon, the economics honor society, is active on campus. Membership requires an overall grade point average of 3.25 and a grade point average of 3.50 in economics courses. Consult the undergraduate advisor for further eligibility requirements.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

B.A. in Communication, Legal Institutions, Economics, and Government (CLEG)

An interdisciplinary major in Communication, Legal Institutions, Economics, and Government is available. For more information, see the School of Public Affairs chapter.

Washington Semester in Economic Policy

This one-semester undergraduate program draws on the unique environment of Washington, D.C. to introduce students to governmental policymaking as it relates to international and domestic economic policy through seminars, internships, and

research. Students earn undergraduate credit which may be applied toward the requirements for a bachelor's degree.

Admission to the Program

The program is open to American University students and students from affiliated institutions from across the country. Requirements for admission to the program include nomination by a Washington Semester Program representative (at affiliated member schools), a minimum grade point average of 2.50 (on a 4.00 scale); introductory courses in economics; and at least second-semester sophomore standing at the time of participation.

Requirements

- ECON-383 Washington Economic Policy Semester Seminar I (4)
- ECON-384 Washington Economic Policy Semester Seminar II (4)
- ECON-385 Washington Economic Policy Semester Internship (4)
- ECON-490 Independent Study Project (4)
 or
 Elective course from university evening course offerings

Minor in Economics

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- ECON-300 Intermediate Microeconomics (3)
- ECON-301 Intermediate Macroeconomics (3)
- 6 additional credit hours in economics at the 300 level or above (not including independent study, Washington Semester courses, internships, or co-ops)

Combined B.A. and M.A. in Economics

This program enables students to complete the B.A. and M.A. in Economics in five years.

Admission to the Program

Students will be admitted formally to M.A. status only after they have completed all requirements for the B.A. in Economics with a minimum cumulative grade point average of 3.00. Students should apply to the program in their junior year. Students in this program will not be required to take the Graduate Record Examination.

Requirements

- All requirements for the B.A. in Economics
 - All requirements for the M.A. in Economics
- Students may apply 6 credit hours of approved course work in economics to satisfy the requirements of both degrees.

GRADUATE PROGRAMS

Master's programs include the M.A. in Development Finance and Banking, the M.A. in Economics, and the M.A. in Financial Economics for Public Policy. The Ph.D. in Economics offers tracks in Economics and Political Economy.

Admission to the Master's Programs

Applicants must meet the minimum university requirements for graduate study. Admission is based on academic record and two letters of recommendation. The Graduate Record Examination is recommended. Admission is not automatic for students who qualify and may be limited by programmatic constraints.

A student whose undergraduate background does not meet the standards for admission may be considered for admission after completing 12 credit hours of approved graduate course work in nondegree status with a grade point average of at least 3.00 (on a 4.00 scale). ECON-500 Microeconomics, ECON-501 Macroeconomics, and ECON-505 Introduction to Mathematical Economics must be taken within these 12 hours.

M.A. in Development Finance and Banking

Degree and Major Requirements

- 36 credit hours of approved graduate work:

Course work includes 21 credit hours of core courses, 6 credit hours of focus courses, and 9 credit hours of approved electives. Prerequisite credit, including ECON-603, does not count toward the degree. All courses must be taken for grades (the pass/fail option is not permitted).

- The research requirement is fulfilled by completion of the focus course requirements with grades of B or better.
- One comprehensive examination in Development Finance and Banking, taken as soon as the student has completed the core and focus course requirements. Students are allowed two retakes.

Course Requirements

Prerequisite Courses

- ECON-300 Intermediate Microeconomics (3) and ECON-301 Intermediate Macroeconomics (3)
or
ECON-603 Introduction to Economic Theory (3)
- STAT-202 Basic Statistics (4)

Waiver of these prerequisites may be granted for qualified persons with comparable prior education or experience.

Core (21 credit hours)

- ECON-500 Microeconomics (3)
- ECON-501 Macroeconomics (3)
- ECON-505 Introduction to Mathematical Economics (3)
- ECON-522 Econometrics (3)
or
SIS-600 Quantitative Analysis in International Affairs (3)

- ECON-631 Development Finance and Banking (3)
- ECON-661 Economic Development Policy (3)
- One of the following:

ECON-611 Survey of International Economics (3)
ECON-671 International Economics: Trade (3)
ECON-672 International Economics: Finance (3)

Note: ECON-500, ECON-501, and ECON-505 must be completed within the first 12 credit hours and with grades of B or better. Students are strongly advised to take ECON-522 or SIS-600 within their first year of graduate work.

Focus (6 credit hours)

- Two courses from the following:
ECON-531 Financial Economics (3)
ECON-610 Cost-Benefit Analysis (3)
ECON-635 International Capital Markets Workshop (3)

Electives (9 credit hours)

- 9 credit hours as approved by the student's advisor

M.A. in Economics

Degree and Major Requirements

- 30 credit hours of approved graduate work:

Course work includes 12 credit hours of core requirements, 6 credit hours of research requirement, 6 credit hours of course work within one field of concentration, and 6 credit hours of electives. Prerequisite credit, including ECON-603, does not count toward the degree. All courses must be taken for grades (the pass/fail option is not permitted). No more than 3 credit hours of ECON-691 Internship may be taken.

- The research requirement may be fulfilled by any of the following: thesis; two nonthesis seminars or courses in which a major research project is completed; two independent research projects which have been approved as a nonthesis option; or one seminar and one approved independent research project. These 6 credit hours of course work require a minimum grade of B.
- One comprehensive examination in economic theory, taken as soon as the student has completed ECON-500, ECON-501, and ECON-505. Students are allowed two retakes.

Course Requirements

Prerequisite Courses

- ECON-300 Intermediate Microeconomics (3) and ECON-301 Intermediate Macroeconomics (3)
or
ECON-603 Introduction to Economic Theory (3)
- MATH-211 Applied Calculus (4)
- STAT-202 Basic Statistics (4)

Waiver of these prerequisites may be granted for qualified persons with comparable prior education or experience.

Core

- ECON-500 Microeconomics (3)
- ECON-501 Macroeconomics (3)
- ECON-505 Introduction to Mathematical Economics (3)

- ECON-522 Econometrics (3) *or*
ECON-723 Econometric Methods (3)
- Note:* ECON-500, ECON-501, and ECON-505 (or approved substitutes) must be completed within the first 12 credit hours. Students are strongly advised to take ECON-522 within their first year of graduate work.
- At least 6 credit hours in a field of concentration
 - 12 additional credit hours including 6 hours in thesis, nonthesis seminars, or independent research.

M.A. in Financial Economics for Public Policy

Degree and Major Requirements

- 36 credit hours of approved graduate work:
Course work includes 21 credit hours of core requirements, 6 credit hours of research requirement, 3 credit hours in specialized courses, and 6 credit hours of approved electives. Prerequisite course credit, including ECON-603, does not count toward the degree. Prerequisites for required courses may only be waived with the advisor's permission. All courses must be taken for grades (the pass/fail option is not permitted).
- The research requirement is fulfilled by taking ECON-641 Policy Issues in Financial Economics and ECON-742 Seminar in Financial Economics (ECON-691 Internship may be substituted for ECON-742 with approval of the advisor) with grades of B or better.
- One comprehensive examination in Financial Economics for Public Policy, taken before the student has completed his or her first 24 credit hours. Students are allowed two retakes.

Course Requirements

Prerequisite Courses

- ECON-300 Intermediate Microeconomics (3)
- ECON-301 Intermediate Macroeconomics (3)
- MATH-211 Applied Calculus (4)
- STAT-202 Basic Statistics (4)

Waiver of these prerequisites may be granted for qualified persons with comparable prior education or experience. No graduate credit is given for these courses.

Core (21 credit hours)

- ACCT-607 Accounting Concepts and Applications (3)
- ECON-500 Microeconomics (3)
- ECON-505 Introduction to Mathematical Economics (3)
- ECON-522 Econometrics (3) *or*
ECON-723 Econometrics (3)
- ECON-531 Financial Economics (3)
- ECON-541 Public Economics (3)
- FIN-614 Financial Management (3)

Note: ECON-500 and ECON-505 must be completed within the first 12 credit hours and with grades of B or better. Students are strongly advised to take ECON-522 or ECON-723 within their first year of graduate work.

Specialized Courses (3 credit hours)

- 3 credit hours from the following:
ECON-631 Development Finance and Banking (3)
FIN-672 Securities Analysis (3)
FIN-674 Financial Futures and Other Derivative Instruments (1.5)
FIN-675 Portfolio Management (1.5)
- **Research Requirement (6 credit hours)**
- ECON-641 Policy Issues in Financial Economics (3)
- ECON-742 Seminar in Financial Economics and Public Policy (3) *or*
ECON-691 Internship (3)

Electives (6 credit hours)

- 6 credit hours from the following:
ECON-546 Industrial Economics (3)
ECON-547 Economics of Antitrust and Regulation (3)
ECON-631 Development Finance and Banking (3)
ECON-635 International Capital Markets Workshop (3)
ECON-672 International Economics: Finance (3)
FIN-672 Securities Analysis (3)
FIN-674 Financial Futures and Other Derivative Instruments (1.5)
FIN-675 Portfolio Management (1.5)
FIN-676 Financial Institutions (1.5)
FIN-678 Quantitative Methods in Finance (3)
IBUS-700 International Finance (3)
IBUS-701 International Banking (1.5)

Ph.D. in Economics

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record Examination (GRE) general tests (verbal, math, analytical). The GRE test in economics is recommended. Admission is based on academic record, test scores, and at least two letters of recommendation. Applicants who are not native speakers of English must submit the results of TOEFL (Test of English as a Foreign Language). In general, a B+ average for previous undergraduate work or a B+/A- average for previous graduate work, whichever is more recent, is the minimum required. (Most students admitted have higher grade averages.) As a rule, students are admitted for the fall semester only; application must be made by the previous February 1 in order to be considered for financial support.

Tracks

Economics and Political Economy

Degree and Major Requirements

- 72 credit hours of approved graduate work:
No more than 40 percent of course work and no more than 6 hours of independent study or reading courses (exclusive of thesis hours) may be taken with any one professor. Credit may be given for previous graduate work in accordance with

university regulations described under "University Degree Requirements" in the Graduate Study chapter.

- Tools of research: The following courses must be completed with grades of B- or better:

ECON-521 Mathematical Economic Analysis (3)

ECON-604 Economic Thought (3)

ECON-607 U.S. Economic History (3) *or*

ECON-608 Economic History of Europe and the World (3)

ECON-723 Econometric Methods (3)

ECON-724 Advanced Econometric Methods (3)

- Four comprehensive examinations:

Economics track: Macroeconomic Theory, Microeconomic Theory, and two in elective fields

Political Economy track: Theory of Political Economy I, Theory of Political Economy II, and two in elective fields

Comprehensive Examination Fields:

Macroeconomic Theory

Microeconomic Theory

History of Economic Thought

History of Economic Development

Theory of Political Economy I

Theory of Political Economy II

Economic Growth and Development

Labor Economics

International Economics

Economics of Gender

Comparative Economic Systems and

Soviet-type Economies

Monetary Economics

Public Finance and Fiscal Policy

Industrial Organization

See advisor for specific course requirements for each comprehensive examination field.

- Two research seminars, one each from group A and group B, or two from one group with permission of the Ph.D. advisor:

Group A

Economics track:

ECON-782 Seminar in Empirical Macroeconomics (3)

or

ECON-783 Seminar in Empirical Microeconomics (3)

Political Economy track:

ECON-781 Seminar in Political Economy (3)

Group B

A research seminar from the following:

ECON-774 Seminar in Economic Thought (3)

ECON-778 Seminar in Economic History (3)

ECON-784 Seminar in International Trade and Finance (3)

ECON-788 Seminar in Economic Development (3)

ECON-790 Seminar in Labor Economics (3)

ECON-690 Independent Study Project in a field in which no seminar is offered

ECON-696 Selected Topic course relevant to the student's dissertation field and approved by the Ph.D. advisor

- Dissertation and oral comprehensive

The student obtains approval for the dissertation topic from an interested faculty member in the field who then becomes chair of the dissertation committee. This committee, especially the chair, supervises the preparation of the dissertation and reviews it when it is completed. An oral comprehensive examination on the dissertation proposal is given by the committee before its submission for approval.

Students must attend the dissertation seminar in their third year, or when they are working on their dissertation proposals. Between 6 and 24 credit hours of ECON-799 Doctoral Dissertation Seminar, which must be taken pass/fail, are taken while students complete their proposals and prepare dissertations. After the completed dissertation is submitted to the committee, a final oral examination is held.

Special Opportunities

- The Simon Naidel Dissertation Fellowship is awarded annually for a promising dissertation close to completion.

- Several student prizes are awarded each spring:

The Simon Naidel Prize for the best performance on a comprehensive examination in economic theory

The Frank Tamagna Prize for excellence in international finance and monetary economics

The José Epstein Prize in Development Finance and Banking.

The James Weaver Prize for Excellence in Teaching

Graduate Certificate in Applied Economics

Admission to the Program

Open to students with a bachelor's degree from an accredited institution.

Requirements

- 15 credit hours of approved graduate work

Course work includes 9 credit hours of core requirements and 6 credit hours of electives. Prerequisite credit does not count toward the certificate. All courses must be taken for grades (the pass/fail option is not permitted).

Course Requirements

Prerequisite Courses

- ECON-300 Intermediate Microeconomics (3)

- ECON-301 Intermediate Macroeconomics (3)

- STAT-202 Basic Statistics (4)

Prerequisites may be waived on the basis of previous education or experience

Core

- ECON-500 Microeconomics (3)

- ECON-501 Macroeconomics (3)

- ECON-522 Econometrics (3)

Electives

- 6 credit hours from the following:

ECON-505 Introduction to Mathematical Economics (3)

- ECON-532 Monetary Theory and Policy (3)
- ECON-541 Public Economics I (3)
- ECON-571 Labor Economics: Theory (3)
- ECON-610 Cost-Benefit Analysis (3)
- ECON-660 Survey of Economic Development (3)
- Other approved electives may be substituted

Graduate Certificate in International Economic Relations

Admission to the Program

Open to students with a bachelor's degree from an accredited institution.

Requirements

- 15 credit hours of approved graduate course work

Course Requirements

- ECON-603 Introduction to Economic Theory (3)
- ECON-505 Quantitative Analysis of Economic Models (3)
or
SIS-600 Quantitative Analysis in International Affairs (3)
- ECON-611 Survey of International Economics (3)
or
SIS-615 Introduction to U.S. Foreign Economic Policy (3)
- 6 credit hours from the following:
ECON-661 Economic Development Policy (3)
SIS-519 Special Studies in International Politics:
Monetary Union in Europe (3)
SIS-565 U.S. Economic Relations with Japan and China (3)
SIS-665 Contemporary International Trade and Investment Policies (3)
SIS-666 Contemporary International Monetary, Finance, and Energy Policies (3)

School of Education

Dean Lynn Fox

Director of Teacher Education Mona Wineburg

Full-Time Faculty

Professor Emeritus S. Burr, C.A. Gross, B.A. Hodinko, F. Holliday, P.D. Leedy, N.J. Long

Professor F. Jacobs, D. Sadker, S.L. Smith, C.A. Tesconi, Jr.

Associate Professor Emeritus/a F.E. Huber,

C.E. Messersmith, D.D. Miller, R. Ralph

Associate Professor S. Irvine Belson, L. Fox

Assistant Professor A. Prejean, V. Vasquez

In Residence M. Thompson, C. Rodriguez, J. Wright

The School of Education (SOE) offers programs that prepare teachers, educational leaders and managers, educational specialists, and researchers for careers in schools, colleges and universities, federal, state and local government agencies, and community and professional organizations. These programs provide students with opportunities to collaborate with professionals in federal agencies, local public schools, and area educational organizations through internships, practica, and research. Degree programs can be completed on a full- or part-time basis.

The SOE faculty and programs demonstrate a commitment to the advancement of knowledge about the nature, function, and practice of education. Faculty conduct a wide range of research initiatives with emphasis on equity, gender, multiculturalism, socioeconomic status, the needs of special learners, the infusion of technology into education, higher education management, adult learning, and the relationship of government and public policy to education. Themes common to faculty research and SOE programs include fair educational opportunity, meeting the needs of special learners, instructional effectiveness, and research-informed policy development. Students benefit from

working with a highly qualified and dedicated faculty in small classes, and from opportunities to participate in ongoing faculty research aimed at influencing educational policy and practice.

A minor in education studies accommodates undergraduate students interested in the study of education as a liberal or social science discipline. It serves students who intend to pursue graduate study in education or related fields, those who wish to explore career opportunities in education and related fields, and those whose primary job and career opportunities are enhanced through the study of education.

For students interested in broadening their knowledge and understanding of education for students with special needs, the School of Education also offers a minor in special education. Students seeking certification to teach or who plan to pursue graduate education in this field are especially well served by this program.

Teacher Education Program

Selective admissions criteria allow the School of Education to emphasize early and sustained contact with children and youth. Students work closely with master teachers and clinical supervisors in their field placements in and around Washington, D.C. The teacher preparation programs benefit from the rich resources of the Washington area, including opportunities for internships in settings such as the Challenger Center for Space Science Education, the National Museum of Natural History and the Washington Lab School, an internationally known school for students with learning disabilities.

Field Placements

Field experiences, practicum placements and student teaching take place in the District of Columbia and the greater Washington metropolitan area, and are designed to give students experience in both urban and suburban schools. The director of

teacher education arranges assignments, taking into account student needs and preferences.

Accreditation and Certification

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

The B.A. in Elementary Education, second major in Secondary Education, Master of Arts in Teaching (M.A.T.) and M.A. in Special Education: Learning Disabilities are approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC). The following secondary teaching fields are approved by NASDTEC: biology, chemistry, dance, drama, English, French, German, mathematics, physics, Spanish, general science, and comprehensive social studies. Students interested in other subjects may be certified by the District of Columbia. Consult the director of teacher education for more information.

Students admitted to graduate teacher education programs may be required to complete additional course work in order to be eligible for certification upon graduation. Students will be informed of additional requirements upon admission.

Students who complete approved teacher preparation programs and pass the appropriate national teacher examinations are eligible to apply for teacher certification (licensure) in the District of Columbia, and through such certification are eligible for reciprocal certification in over 30 states. Some states may require additional courses or national teacher examinations.

Ongoing Assessment of Academic and Professional Performance

To remain in the Teacher Education Program, students must maintain cumulative grade point averages specific to each program; receive satisfactory evaluations in field and methods placements; obtain a satisfactory annual evaluation from the Teacher Education Committee based upon academic, professional, and performance criteria established by the committee; and meet specific course grade requirements. Students in the B.A. in Elementary Education program must maintain an overall cumulative grade point average of 2.70 or higher. Students in the undergraduate second major in Secondary Education must maintain an overall grade point average of 2.70 and 3.00 or higher in their primary major. Graduate students must maintain a cumulative grade point average of 3.00 or higher.

Professional Education Programs

The M.A. in Education: Educational Leadership is designed for those who want to be effective managers and leaders in various educational settings. The M.A. in Education: Specialized Studies enables students to develop individualized advanced specializations in education.

These programs have opportunities for internships, practica, and independent study in areas including day care, independent regulatory agencies, and state offices responsible for education policy and implementation.

Report of American University State Assessments, Requirements, and Standards for Teacher Certification and Licensure, and Performance of Teacher Preparation Programs

In compliance with Section 207 of the Higher Education Act, American University is providing information regarding state assessments, other requirements, standards for teacher certification and licensure, and performance of teacher preparation programs.

American University's teacher preparation programs are approved by the District of Columbia and nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE), the organization responsible for professional accreditation of teacher education.

There is a commitment to a strong general education foundation for students before their acceptance into the School of Education. Teacher preparation programs are organized around four interrelated principles (equity, community, diversity, and excellence) and are based on a conceptual framework that recognizes the importance of knowledge, beliefs, practice, and reflection.

In academic year 1999–2000, 174 students were enrolled in teacher preparation programs; 59 of these students were in supervised student teaching programs. Nineteen faculty members including four full-time tenured faculty in professional education, one part-time faculty member, and fourteen part-time faculty members (adjunct professors) supervised and/or taught students in the teacher education program. The student/faculty ratio was 4:1. The average hours per week required of students in the program was 35 hours per week over fourteen weeks, for a total of 490 hours.

Aggregate and Summary of Institution-Level Pass-Rate Data: Regular Teacher Preparation Program

| Type of Assessment | Institutional Pass Rate | Statewide Pass Rate |
|---|-------------------------|---------------------|
| Aggregate-Basic Skills | 94% | 86% |
| Aggregate-Other Content Areas (math, English, biology, etc.) | 100% | 92% |

UNDERGRADUATE PROGRAMS

The School of Education offers a Bachelor of Arts in Elementary Education and a second major in Secondary Education, which lead to eligibility for certification to teach. Minors in Education Studies and Special Education are also offered.

Admission to Candidacy in Teacher Education

Undergraduates seeking teacher certification in elementary or secondary education should contact an advisor in the School of Education as early as possible. Admission to the university and declaration of a major does not constitute admission to candidacy in teacher education, which is based on academic and re-

lated performance criteria. To be admitted to candidacy, students must: earn an average grade of 2.70 or higher in EDU-200 Schools and Society and EDU-320 Psychology of Education, pass EDU-321 Field Experience: Observation and Analysis, receive satisfactory recommendations from faculty and have an overall cumulative grade point average of 2.70 or higher. Secondary Education majors must also have a 3.00 grade point average in their primary major. The Teacher Education Committee reviews student applications and makes decisions regarding admission to candidacy.

Liberal Arts and Science Requirements for Teacher Certification: Elementary

To qualify for teacher certification, students must have completed all of the requirements from the specific curricular areas listed below. These requirements may overlap with General Education requirements. Consult a School of Education advisor for more information.

- 3 credit hours in mathematics or statistics and probability beyond the University Mathematics Requirement
 - 6 credit hours in literature
 - 3 credit hours in music
 - 3 credit hours in studio art
 - 2 credit hours in health and nutrition
 - 2 credit hours in health and fitness
 - 6 credit hours in the social sciences including 3 credit hours in U.S. history
 - 3 credit hours in the biological sciences
 - 3 credit hours in the physical sciences
- Note: one of the sciences must include a lab.*

Liberal Arts and Science Requirements for Teacher Certification: Secondary

To qualify for teacher certification, students must complete subject-area certification standards and U.S. History. These requirements may overlap with General Education requirements.

B.A. in Elementary Education

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Note: Students must consult with an advisor from the School of Education as early as possible to discuss the coordination of General Education Requirements with certification requirements.

Major Requirements

- 59 credit hours with grades of C or better

Course Requirements

- EDU-200/EDU-200G Schools and Society 4:2 (3)
- EDU-250 Mathematics for Elementary School Teachers (3)
- EDU-319 Children's Literature: Multicultural and International Approaches (3)
- EDU-320 Psychology of Education (3)
- EDU-321 Field Experience: Observation and Analysis (1)
- EDU-330 Instructional Strategies and Teaching Methods (3)
- EDU-362 Classroom Management (3)
- EDU-371 Foundations of Reading Instruction (3)
- EDU-492 Service Learning in Teacher Education (1)
- EDU-519 The Uses of Technology in Education (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3) *or*
EDU-545 Overview of all Exceptionalities: The Arts in Special Education (3)
- EDU-552 Teaching Mathematics in Elementary Education (3)
- EDU-553 Teaching Language Arts in Elementary Education (3)
- EDU-554 Teaching Social Studies in Elementary Education (3)
- EDU-555 Teaching Reading in Elementary Education (3)
- EDU-556 Teaching Science in Elementary Education (3)
- EDU-499 Student Teaching (12)
- 3 credits from the following:
EDU-212 Methodology of Sign Language (3)
EDU-325 Global Education (3)
EDU-390 Independent Reading Course in Education (1-6)
EDU-490 Independent Study Project in Education (1-6)
EDU-491 Internship in Education (3-9)
PERF-450 Rotating Topics in Theatre (3) (approved topics)
PSYC-350 Child Psychology (3)

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon the school's recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options. See the section on the University Honors Program for further details.

Secondary Education

The undergraduate program in Secondary Education is designed for students who wish to obtain teaching credentials in secondary education while completing their majors in the humanities, arts, natural and social sciences. To do so, students complete a second major in Secondary Education designed to meet certification requirements in the District of Columbia and make them eligible for certification in over 30 states.

Note: Students should consult with the director of Teacher Education to coordinate their general and subject-area certification requirements with other university and major requirements.

Major Requirements

- 37 credit hours with grades of C or better
- Completion of the major requirements with a cumulative grade point average of 3.00 in one of the following: American Studies; Anthropology; Biology; CLEG (Communication, Legal Institutions, Economics and Government); Chemistry; Economics; Environmental Studies; French Studies; Foreign Language and Communication Media; Justice; German Studies; History; International Studies; Language and Area Studies; Law and Society; Literature; Mathematics; Statistics; Performing Arts: Theatre; Performing Arts: Music Theatre; Physics; Political Science; Spanish Studies; or Sociology.

Course Requirements

- EDU-200/EDU-200G Schools and Society 4:2 (3)
 - EDU-320 Psychology of Education (3)
 - EDU-321 Field Experience: Observation and Analysis (1)
- Note:* EDU-200, EDU-320, and EDU-321 must be taken prior to application for admission to the Teacher Education Program.

- EDU-362 Classroom Management (3)
- EDU-492 Service Learning in Teacher Education (1)
- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3) (or other methods courses offered by arts and sciences departments and approved by the SOE advisor)
- EDU-541 Foundations of Special Education for Exceptional Children (3) *or* EDU-545 Overview of all Exceptionalities: The Arts in Special Education (3)
- EDU-499 Student Teaching (12)
- EDU-xxx Elective (2-3) as approved by SOE advisor

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon the school's recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options. See the section on the University Honors Program for further details.

Minor in Education Studies

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- EDU-200/EDU-200G Schools and Society 4:2 (3)
- EDU-320 Psychology of Education (3)

- 6 credit hours from the following:
EDU-319 Children's Literature: Multicultural and International Approaches (3)
PSYC-300 Cognitive Psychology (3)
SOCY-285/SOCY-285G Education for International Development 3:2 (3)
- 9 credit hours from the following:
ANTH-544 Topics in Public Anthropology: Anthropology of Education (3)
EDU-490 Independent Study Project in Education (1-6) (permission of the SOE advisor required)
EDU-491 Internship in Education (3-9) (permission of the SOE advisor required)
EDU-496 Selected Topic with permission of SOE advisor
EDU-519 The Uses of Technology in Education (3)
EDU-541 Foundations of Special Education for Exceptional Children (3) *or* EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
TESL-522 Language Acquisition (3)
TESL-528 Bilingual Education (3)
Other courses may be substituted with permission of the SOE advisor.

Minor in Special Education

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- EDU-200/EDU-200G Schools and Society 4:2 (3)
- EDU-320 Psychology of Education (3)
- EDU-490 Independent Study in Education (1-6) *or* EDU-491 Internship in Education (3-9)
- EDU-502 Methods of Managing Pupils with Behavior Disorders (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3) *or* EDU-545 Overview of all Exceptionalities: The Arts in Special Education (3)
Other courses may be substituted with permission of the SOE advisor.

Accelerated Bachelor's Degree and Master's in Education Program

Students receive a B.A. or a B.S. in a bachelor's degree program and the Master of Arts in Teaching (M.A.T.) or the M.A. in Special Education: Learning Disabilities.

Admission to the Program

Students should apply to the master's program in the second semester of their junior year. Applicants must have a grade point average of 3.00 (on a 4.00 scale) or higher in major and minor courses and must satisfactorily complete the following:

- EDU-541 Foundations of Special Education for Exceptional Children (3) *or*
EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
- For the M.A.T.:
EDU-521 Foundations of Education (3)
For the M.A. in Special Education: Learning Disabilities:
EDU-502 Methods of Managing Pupils with Behavior Disorders (3)

Requirements

- All requirements for the B.A. or B.S. in the student's major
 - All requirements for the M.A.T. or M.A. in Special Education: Learning Disabilities
- Up to 6 credit hours from EDU-502 or EDU-521 and EDU-541 or EDU-545 satisfy both bachelor's and master's requirements

GRADUATE PROGRAMS

The Master of Arts in Education tracks in Educational Leadership, Educational Technology, and Specialized Studies prepare students for professional and leadership positions in a wide variety of educational settings.

The Educational Leadership program prepares students for management positions in college and university administration, student affairs, educational associations, and state and federal agencies or for public school administration.

The Educational Technology track prepares professionals to significantly impact how technology is used in schools and effectively integrate information technology into elementary and secondary curricula and classrooms.

The Specialized Studies track allows students to design an individual program to meet unique interests and aspirations. Education professionals who wish to earn advanced credentials and gain further specialization are especially well served by this program.

The School of Education also offers programs that lead to K-12 certification. Students interested in teaching in elementary or secondary schools or in programs for English for speakers of other languages (ESOL) or international training and development enroll in the Master of Arts in Teaching (M.A.T.). Those interested in working as special education resource teachers or in learning disabilities classrooms at all levels enroll in the M. A. in Special Education: Learning Disabilities.

Option to Waive Course Work in Master's Programs

Students with the appropriate prior study or professional experience in the field of education may be permitted to waive up to 6 credit hours of course work without replacement. The waiving of credit hours and the specific courses to be waived are determined and approved by the advisor and the SOE dean upon admission to a master's program. In addition, one of the following may be required: an assessment provided by an educational institutional or organization which has criteria and evaluation procedures approved by the School of Education; or a portfolio developed in a one-credit independent study offered

by SOE and submitted for evaluation and approval to the advisor and SOE dean.

The option to waive course work without replacement is not available to students in the M.A. in Education: Specialized Studies track.

M.A. in Education

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record General Examination or the Miller Analogies Test. The MAT or GRE is required for applicants whose highest earned degree is a baccalaureate and for students who have completed a master's degree with less than a 3.5 GPA, and may be required for those with master's degrees and GPAs above 3.5. The School of Education faculty recommends that applicants beginning graduate study after five years away from school take the Miller Analogies Test. Students applying to the administration and supervision concentration in the Educational Leadership program must have three years of K-12 teaching experience.

Tracks

Educational Leadership, Educational Technology, and Specialized Studies

Degree Requirements

- Educational Leadership: 39 credit hours of approved graduate work
 - Educational Technology: 36 credit hours of approved graduate work
 - Specialized Studies: 30 credit hours of approved graduate work
 - Comprehensive examination
- Students in the Specialized Studies track may, with approval of the faculty advisor and the SOE dean, write a substantial paper in lieu of the formal comprehensive examination.

Course Requirements

Educational Leadership (39 credit hours)

This program is intended primarily for students who plan to work in colleges and universities, education agencies, and local, state, and federal government.

- 12 credit hours from the following:
EDU-519 Uses of Technology in Education (3)
EDU-610 Methods of Inquiry: Utilizing Information Effectively (3)
EDU-611 Formative Ideas of Contemporary Education (3)
EDU-612 Equity and Educational Opportunity (3)
EDU-620 Theories of Educational Psychology and Human Development (3)
- EDU-631 Fundamentals of Management in Educational Organizations (3)
- EDU-765 Seminar in Educational Leadership (3)
- EDU-792 In-Service Training Project (3)
- 9 credit hours from the following:

EDU-615 Functions of Education in Social and Historical Perspectives (3)

EDU-633 Financing Educational Systems (3)

EDU-634 Education and Public Policy (3)

EDU-693 Personnel and Program Evaluation (3)

• EDU-632 Case Studies in Educational Management (3)

• EDU-639 Effective Leadership Skills (3)

• Elective (3)

Educational Technology (36 credit hours)

This program provides the theory and practice of effective technology delivery in schools and prepares education technologists to implement information technology into the curriculum.

• EDU-610 Methods of Inquiry: Utilizing Information Effectively (3)

• EDU-611 Formative Ideas of Contemporary Education (3)

• EDU-612 Equity and Educational Opportunity (3)

• EDU-615 Functions of Education in Social and Historical Perspective (3)

• EDU-620 Theories of Educational Psychology and Human Development (3)

• EDU-792 In-Service Training Project (6)

Educational Technology (15 credit hours)

• COMM-652 Fundamentals of Multimedia (3) *or*
COMM-570 Summer Film and Video Institute:
Basic Multimedia Production (3)

• CSIS-510 Legal Issues in Computing (3)

• CSIS-535 User Interface Analysis and Design (3)

• EDU-519 Uses of Technology in Education (3)

• EDU-560 Advanced Technology in Education (3)

Specialized Studies (30 credit hours)

This program allows students to design individual programs of study in new and emerging fields, such as educational technology, urban education, and adult and experiential learning. Students have considerable flexibility and work closely with a faculty advisor to create a program that best serves their professional goals. Consult a School of Education advisor for further information.

An example is the following recommended program in Adult and Experiential Learning:

• EDU-525 Principles of Educational Assessment and Testing (3) *or*

EDU-620 Theories of Educational Psychology and Human Development (3)

• EDU-610 Methods of Inquiry: Utilizing Information Effectively (3)

• EDU-611 Formative Ideas of Contemporary Education (3) *or*

EDU-615 Functions of Education in Social and Historical Perspectives (3)

• EDU-640 Rotating Topics in Adult and Experiential Learning (9) *or*

EDU-640 Rotating Topics in Adult and Experiential Learning (6) *and*

EDU-690 Independent Study Project in Education (3)

• 12 credit hours from the following:

EDU-631 Fundamental of Management in Educational Organizations (3)

EDU-634 Education and Public Policy (3)

EDU-639 Effective Leadership Skills (3)

EDU-693 Personnel and Program Evaluation (3)

Other graduate-level courses approved by the advisor

M.A. in Special Education: Learning Disabilities

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record General Examination or the Miller Analogies Test. The School of Education faculty recommends that applicants beginning graduate study after five years away from school take the Miller Analogies Test.

Degree Requirements

• 36 credit hours of approved graduate work

• Comprehensive examination

Course Requirements

• EDU-502 Methods of Managing Pupils with Behavior Disorders (3)

• EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3) *or*

EDU-541 Foundations of Special Education for Exceptional Children (3)

• EDU-605 Methods of Psychoeducational Assessment for Learning Disabilities and Emotional Disturbance (3)

• EDU-606 Theories and Methods of Diagnostic and Remedial Mathematics (3)

• EDU-607 Research Seminar in Special Education (3)

• EDU-620 Theories of Educational Psychology and Human Development (3) (or an elective approved by the student's advisor)

• EDU-644 Language Development and Remediation (3)

• EDU-645 Learning Disabilities I (3)

• EDU-646 Learning Disabilities II (3)

• EDU-671 Foundations of Reading: Diagnosis and Remediation (3)

• EDU-792 In-Service Training Project (6)

• EDU-792 In-Service Training Project (6)

Master of Arts in Teaching (M.A.T.)

The Master of Arts in Teaching is designed for the student with no previous background or preparation in education who wishes to acquire teaching certification in elementary or secondary education, or English for speakers of other languages. Students interested in international training and development may seek secondary certification in an appropriate content area.

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Miller Analogies Test or Graduate Record Examination. The MAT or GRE is required for applicants whose highest earned degree is a baccalaureate and for students who have completed a master's degree with less than a 3.5 GPA, and may be required for those with master's degrees and GPAs above 3.5.

Students seeking secondary education certification must have completed sufficient course work in an area traditionally taught in secondary schools, such as biology, chemistry, dance, English, French, general science, German, mathematics, physics, social studies, Spanish, or theatre.

Students seeking certification in English for speakers of other languages must be proficient in English. It is strongly recommended that native speakers of English have some background in at least one other language. International students are expected to demonstrate competence equivalent to a score of 600 or better on the Test of English as a Foreign Language (TOEFL) in order to be endorsed for certification.

Degree Requirements

- 39 credit hours of approved graduate work, including 33 hours of course work and 6 hours of student teaching with required seminar.

Note: Students' undergraduate transcripts will be evaluated individually; based on this evaluation, students may be required to take additional course work to meet certification requirements.

- Comprehensive examination

Course Requirements

All course work must be approved by the director of the M.A.T. program. Evaluation of field performance may involve videotaping of classroom teaching.

Core (9 credit hours)

- EDU-521 Foundations of Education (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3) *or*
EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
- EDU-620 Theories of Educational Psychology and Human Development (3)

Student Teaching (6 credit hours)

- EDU-699 Student Teaching with required seminar (6)

Elementary Education (24 credit hours)

- EDU-519 Uses of Technology in Education (3)
- EDU-601 Teaching Methods for Elementary Education: Science, Reading and Language Arts (9)
- EDU-602 Teaching Methods for Elementary Education: Social Studies and Mathematics (9)
- EDU-619 Children's Literature: Multicultural and International Approaches (3)

Secondary Education (24 credit hours)

- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3) (or other approved methods courses)
- EDU-662 Classroom Management (3)
- Four elective courses (12 credit hours), normally with half taken in the academic discipline of the designated teaching area, and the other courses taken within the School of Education

English for Speakers of Other Languages (24 credit hours)

- TESL-500 Principles of Linguistics (3)
- TESL-501 English Language Teaching I (3)
- TESL-502 English Language Teaching II (3)
- TESL-503 Structure of English (3)
- TESL-523 Second Language Acquisition (3)
- TESL-524 Reading and Writing in the ESL/EFL Classroom (3)
- TESL-527 Cultural Issues in the ESL/EFL Classroom (3)
- TESL-531 Language Assessment (3)

International Training and Development (24 credit hours)

- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3)
- EDU-662 Classroom Management (3)
- SIS-637 International Development (3)
- SIS-642 Cross-Cultural Communication (3)
- SOCY-642 Training Program Design (3)
- SOCY-645 Global and Multicultural Education (3)

Ongoing Assessment of Academic and Professional Performance

Students must be admitted to the M.A.T. program before enrolling in methods courses (EDU-601/602, EDU-522/EDU-540, or TESL-501/502). To enroll in EDU-699 Student Teaching, students must receive a positive evaluation from the Teacher Education Committee based on established criteria, a grade of B- or better in EDU-521 Foundations of Education and EDU-620 Theories of Educational Psychology and Human Development, and grades of B or better in methods courses.

M.A.T. and M.A. in International Peace and Conflict Resolution

Offered through the School of Education and the School of International Service, this dual degree program provides students the opportunity to earn both the M.A.T. in secondary education and the M.A. in International Peace and Conflict Resolution. It also prepares students to take the national teacher certification examination.

For a description of this program including admission and degree requirements, see the Interdisciplinary Programs chapter.

Graduate Certificate in Secondary Teaching

This teacher certification program is designed for students with bachelor's degrees in the arts, sciences, or humanities and several years of responsible work experience. Students who complete the program and pass the appropriate teacher's examination are eligible to apply for certification (licensure) in the District of Columbia and through such certification are eligible for reciprocal certification in over 30 states. Some states may require additional courses or examinations.

Admission to the Program

Applications must include transcripts of all college work, AARTS transcripts or equivalent, a cumulative grade point average of 3.00 (on a 4.00 scale) in the last 60 credit hours of undergraduate work and in all graduate work, a statement of purpose, and two recommendations. Admission to the certificate program constitutes admission to the Teacher Education Program.

Requirements

- 24 credit hours of approved graduate work including 6 credit hours of student teaching; specific course work in the subject area to be taught may be needed to meet requirements for certification

Course Requirements

- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-521 Foundations of Education (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3)
- EDU-620 Theories of Educational Psychology and Human Development (3)
- EDU-662 Classroom Management (3)
- EDU-699 Student Teaching (6)

Ongoing Assessment of Academic and Professional Performance

To remain in the Teacher Education Program, certificate students must maintain a cumulative grade point average of 3.00; receive satisfactory evaluations in field and methods placements; obtain a satisfactory evaluation from the Teacher Education Committee based upon academic, professional, and performance criteria established by the committee; and meet specific course grade requirements.

Admission to the M.A.T.

Students in the certificate program seeking admission to the M.A.T. degree program will be considered after satisfactory completion of up to 18 credit hours of course work.

Ph.D. in Education

The doctoral program in the School of Education is designed for education professionals whose career goals include leadership, management, teaching, or research positions in schools, colleges and universities, professional associations, governments and educational associations, and other educational organizations. Emphasis on educational theory and research provides the intellectual skills and foundation for advanced scholarly pursuits. Programs of study are individually designed to accommodate the professional and research interests of students. Students have the opportunity to focus on courses emphasizing the needs and demands made on educational leaders in a variety of settings. Advisors are assigned to doctoral students based on shared research interests.

See also the Ph.D. in Mathematics Education in the Department of Mathematics and Statistics.

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must hold a master's degree in a relevant field and have a satisfactory score on the Graduate Record Examination or the Miller Analogies Test. The MAT or GRE is required for applicants whose highest earned degree is a baccalaureate and for students who have completed a master's degree with less than a 3.5 GPA, and may be required for those with master's degrees and GPAs above 3.5. The School of Education faculty recommends that applicants who have been away from formal college study for five or more years take the Miller Analogies Test. Applicants are encouraged to consult with the director of the program concerning test requirements.

Degree Requirements

- 72 credit hours of approved graduate work, which may include up to 30 credit hours from a relevant master's degree
- A program of study approved by the director of the Ph.D. program and the dean, submitted prior to the completion of 15 credit hours of doctoral course work in the School of Education
- Three tools of research:
 - EDU-610 Methods of Inquiry: Utilizing Information Effectively (3)
 - EDU-789 Qualitative Research in Education (3)
 - EDU-790 Quantitative Research in Education (3)
- Four comprehensive examinations:
 - One written examination in Educational Theory and Practice, based on course material from EDU-610, EDU-611, EDU-612, EDU-615, and EDU-620
 - One written examination in a support field:
 - Educational Equity
 - Educational Management and Leadership
 - Education and Public Policy
 - Educational Studies
 - Health Education
 - Technology and Education

Other support fields require approval from the Doctoral Advisory Committee and the dean.

Successfully present and defend a scholarly paper before a panel of faculty and doctoral students appointed by the Doctoral Education Committee (see Advancement to Candidacy, below)

Successful presentation of the dissertation proposal

Note: Students may retake a failed written comprehensive examination once. A second failure results in termination from the program.

- **Advancement to Candidacy**

Students are admitted to the doctoral program with the expectation that they will be evaluated for degree candidacy at the end of the semester following completion of 18 credit hours of course work, but not later than thirty months after initial enrollment in the doctoral program. To achieve Advancement to Candidacy status, doctoral students must complete EDU-610, EDU-611, EDU-612, EDU-615, EDU-620, EDU-789, EDU-790, and EDU-798 (or substitutes approved by advisor); satisfactorily complete the written comprehensive examination in Educational Theory and Practice; and successfully present a scholarly paper at an appropriate professional meeting which includes members of the Doctoral Education Committee.

Evidence of the above is submitted to the faculty advisor who prepares a written assessment of the students' ability to undertake and complete a doctoral dissertation. The student's file is then forwarded to the Doctoral Education Committee; the committee's recommendation is submitted to the SOE dean for final action. Failure to advance to candidacy in a

timely fashion may result in dismissal from the doctoral program.

- Dissertation and oral defense of the dissertation. The chair of the Dissertation Committee must be a member of the full-time School of Education faculty.

Course Requirements

All courses must be completed with grades of B or better.

Core (13 credit hours)

- EDU-611 Formative Ideas of Contemporary Education (3)
- EDU-612 Equity and Educational Opportunity (3)
- EDU-615 Functions of Education in Social and Historical Perspectives (3)
- EDU-620 Theories of Educational Psychology and Human Development (3)
- EDU-798 Proseminar in Education (1-2)

Research (9 credit hours)

- EDU-610 Methods of Inquiry: Utilizing Information Effectively (3)
- EDU-789 Qualitative Research in Education (3)
- EDU-790 Quantitative Research in Education (3)

Support Field and Electives (14 credit hours)

- 14 credit hours as approved by the advisor
- Students in the health education support field must complete two 1-credit independent study projects (EDU-690) taken in conjunction with any two core courses, with a health education focus and approved in advance by the coordinator of the health education support field.

Dissertation Seminar (6 credit hours)

- EDU-799 Doctoral Dissertation Seminar (6)

English Language Institute

Interim Director Michael I. Roehm

The English Language Institute (ELI) offers regularly scheduled courses in English as a second language designed to meet the specific needs of nonnative speakers of English who wish to attend universities in the United States. ELI's objective is to provide nonnative speakers with the opportunity to develop the linguistic proficiency and cultural awareness necessary for successful academic work. ELI offers the University English Language Certificate Program, the Support Program and college reading and writing courses. Classes are offered throughout the academic year and the summer session, lasting fourteen weeks during the fall and spring semesters and twelve weeks during the summer. ELI also offers a Summer English and American Culture Institute.

Admission to the English Language Institute

ELI students include those who are interested only in English language studies and have not applied for admission to university degree programs; those who have been referred to ELI

as part of the admissions process; and those who have been admitted to university degree programs but must first develop college-level proficiency in English.

All students whose first language is not English are required to have their English proficiency evaluated by the English Language Institute (ELI) before enrolling in courses at American University. In most cases they will have to take a written proficiency examination lasting about three hours.

Exceptions (waivers) to this requirement are granted for students who submit a score of 600 or higher on the paper version of the Test of English as a Foreign Language (TOEFL) or 250 or higher on the computer version; undergraduates who submit a score of 580 or higher on the Scholastic Assessment Test (SAT I) Verbal section; or graduate students who submit a score of 500 or higher on the Graduate Record Examination (GRE) Verbal section or a score of 30 or higher on the Graduate Management Aptitude Test (GMAT) Verbal section. Students who have graduated from a regionally-accredited U.S. college or university with a bachelor's, master's, or doctoral degree, with

all course requirements completed in the United States, are also eligible for waiver from English placement testing.

University English Language Certificate Program

The University English Language Certificate Program is an intensive program designed for students who need to study English full-time. It satisfies requirements for full-time study for international students on F1 (student) visas, but does not carry credit. It is also open to part-time students. To be eligible, prospective students must either be admitted to the university or qualify for enrollment as nondegree students.

Students in the certificate program take courses in reading-writing, listening-speaking, academic strategies, and elective topics. Grammar is included in all courses. Upon successfully completing the program by passing all required (at least three) courses at the high-intermediate level, students are awarded a certificate of completion. They may then continue their studies as either admitted or nondegree students, taking courses in the Support Program concurrently with academic study.

Students placed in four courses in the University English Language Certificate Program are considered to be full time in that program and may not take academic courses concurrently. Exceptions require permission from both ELI and the student's advisor.

Health and Fitness

Chair Robert C. Karch

Full-Time Faculty

Professor Emeritus/a D.S. Geiser, V.E. Hawke,

J.W. Hubbell, M.J. Safrit

Professor R.C. Karch

Associate Professor Emeritus/a B.G. Coward,

P. O'Connor-Finn, L.G. Nyce, B.J. Reimann

Assistant Professor P. Mehler, A. Snelling

The degree programs in health promotion and health fitness management are an integral part of American University's National Center for Health Fitness. Students in these programs share many of the center's resources and facilities. These include a human performance laboratory with state-of-the-art diagnostic equipment for assessment of cardiovascular fitness and pulmonary function; a physical fitness center fully equipped to accommodate all forms of human conditioning; a body composition laboratory with hydrostatic weighing facilities; and computer communication systems.

The branches, agencies, and offices of the federal government and the many centers and organizations dealing with health, education, business, and physical fitness in the Washington, D.C. area provide numerous internship and cooperative-education opportunities for students in health fitness

Support Program

The Support Program is a nonintensive program designed to meet the needs of students beyond the certificate level who are ready to take academic courses. To be eligible, students must already have developed the English proficiency necessary for written and oral participation in basic graduate or undergraduate academic courses. Most students in the Support Program take academic courses concurrently with their English language studies. College Reading and Writing

ELI-200 College Reading and Writing I (3) and ELI-201 College Reading and Writing II (3) are offered to meet the needs of nonnative speakers by paralleling the college writing courses offered by the Literature Department. Completion of these course with grades of C or better fulfills the university College Writing and English Competency Requirement for undergraduates.

Summer English and American Culture Institute

In addition to its regular course offering, ELI also offers two three-week sessions in late summer for short-term visitors and students who plan to enter a university in the fall. Courses include practical conversation, writing workshop, American culture, TOEFL preparation, and academic preparation workshop. Students must furnish proof of financial support to obtain an I-20 for these courses but do not need to provide their academic records. Students who receive an I-20 for the program must enroll full-time (20 hours per week).

programs. These include the Office of the Surgeon General, National Cancer Institute, Center for Science in the Public Interest, Washington Business Group on Health, Department of Health and Human Services, National Institutes of Health, National Institute on Aging, President's Council on Physical Fitness and Sports, and National Library of Medicine.

For additional information:

Phone: (202)885-6275 e-mail: healthfitness@american.edu

on-line: www.american.edu/healthpromotion

B.S. in Health Promotion

The health promotion major provides rigorous academic preparation in scientific and clinical knowledge of exercise physiology, human physiological chemistry, programming, health psychology, and nutrition, as well as organizational/human resource management. This interdisciplinary program combines course work from the Departments of Biology, Chemistry, Psychology, and the Kogod School of Business. Experiential learning opportunities are available at federal government agencies and many organizations dealing with health, education, managed care and physical fitness to meet the internship/cooperative education requirement of the program.

This curriculum prepares students for a health promotion position in a corporate, community, commercial, or school environment, or for graduate work in health-related fields.

Admission to the Program

Formal admission to the major requires a grade point average of 2.70 (on a 4.00 scale) after the freshman year and departmental approval. In addition to the requirements for transfer admission described in the Undergraduate Study chapter, transfer applicants should have maintained a minimum grade point average of 2.70 (on a 4.00 scale). Students with a grade point average between 2.50 and 2.70 may be formally admitted to the major after completion of 15 credit hours with a minimum grade point average of 3.00.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 57 credit hours with grades of C or better

Course Requirements

- BIO-200/BIO-200G Structure and Function of the Human Body 5:2 (3)
- CHEM-100/CHEM-100G The Molecular World 5:1 (3)
- CHEM-506 Human Physiological Chemistry (3)
- HFIT-200 Lifetime Health and Fitness (3)
- HFIT-205/HFIT-205G Current Concepts in Nutrition 5:2 (3)
- HFIT-240 Modern Theories in Health and Wellness (3)
- HFIT-245/HFIT-245G Gender, Culture, and Health 4:2 (3)
- HFIT-250 Strategies in Stress Reduction (3)
- HFIT-325 Exercise Physiology (3)
- HFIT-335 Introduction to Health Promotion Programs (3)
- HFIT-410 Fundamentals of Health Promotion Management (3)
- HFIT-488 Senior Seminar (3)
- HFIT-491 Internship in Health Promotion (6) or HFIT-392 Cooperative Education Field Experience (6)
- HFIT-540 Health Communication (3)
- HFIT-565 Health Assessment and Evaluation of Health Fitness Parameters (3)
- MGMT-353 Principles of Organizational Theory, Behavior and Management (3)
- PSYC-105/PSYC-105G Psychology: Understanding Human Behavior 4:1 (3)
- PSYC-333 Health Psychology (3)

Minor in Health Promotion

- 24 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- HFIT-205/HFIT-205G Current Concepts in Nutrition 5:2 (3)
- HFIT-220 Lifetime Health and Fitness (3)
- HFIT-240 Modern Theories in Health and Wellness (3)
- HFIT-325 Exercise Physiology (3)
- HFIT-335 Introduction to Health Promotion Programs (3)
- 9 credit hours from the following, approved by a department advisor:
 - HFIT-250 Strategies in Stress Reduction (3)
 - HFIT-270 First Aid, CPR and Medical Emergencies (3)
 - HFIT-323 Issues in Women's Health (3)
 - HFIT-410 Fundamentals of Health Promotion Management (3)
 - HFIT-540 Health Communication (3)
 - HFIT-565 Assessment and Evaluation of Health Fitness Parameters (3)

Combined B.S. in Health Promotion and M.S. in Health Fitness Management

This program allows qualified students to earn both a B.S. in Health Promotion and an M.S. in Health Fitness Management.

Admission to the Program

Undergraduates whose overall grade point average is 3.00 or higher will be considered for the combined program. Students should discuss their interest in the program with a Department of Health and Fitness advisor before submitting a formal application and apply for admission to the combined program by the end of the junior year.

Course Requirements

- All requirements for the B.S. in Health Promotion
- All requirements for the M.S. in Health Fitness Management: CHEM-506 Human Physiological Chemistry, HFIT-540 Health Communication, and HFIT-565 Assessment and Evaluation of Health Fitness Parameters may be used to satisfy the requirements of both degrees.

M.S. in Health Fitness Management

The primary objective of the M.S. in Health Fitness Management is to provide a competency-based, multidisciplinary academic program for individuals dedicated to assuming leadership positions within the health promotion industry. The curriculum integrates managerial skills with scientific and clinical knowledge of exercise physiology, human biochemistry, behavioral psychology, and nutrition.

Admission to the Program

The program is open to students with varied undergraduate backgrounds and has few science-related academic prerequisites. The academic record and experience of each applicant will be thoroughly reviewed by the program director. The mini-

mum university requirements for admission to graduate study are a bachelor's degree earned at an accredited college or university and a 3.00 cumulative grade point average (on a 4.00 scale) for the last 60 credit hours of undergraduate study. A satisfactory score on the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) is required for admission.

Program prerequisites include human anatomy and physiology and exercise physiology. These courses can be taken after admission to the program.

International applicants who are fluent in written and spoken English are encouraged to apply. To be considered for admission, applicants must meet university requirements for writing and speaking English.

Degree and Major Requirements

- 43 credit hours of graduate work
- Tool of research: students must complete the tool of research examination or HFIT-565 Assessment and Evaluation of Health Fitness Parameters with a grade of B or better
- Thesis or internship option
- One written and one oral comprehensive examination

History

Chair Valerie French

Full-Time Faculty

Professor Emeritus/a R.L. Beisner, R.H. Brown, D. Gondos, C.C. McLaughlin

Professor R.D. Breiman, R. Griffith, A.M. Kraut, A.J. Lichtman, P.S. Nadell

Distinguished Professor B. Reagan

Research Professor C. Beveridge

Associate Professor Emeritus/a J.A. Malloy, T. Murphy

Associate Professor E. Findlay, V. French, I. Klein,

P. Kuznick, K. Wulf

Assistant Professor D. Cohen, R. Crews, L.C. Kamoie, A. Lewis, K. Norris, A.G. Shelford

Distinguished Historian in Residence A. Nelson

History covers the full range of human endeavors: the arts and sciences, politics and the spread of political ideas, economic and technological change, and the relationship of individuals to their communities and cultures. The Department of History at American University encourages interdisciplinary study, individually designed programs, and close contact between students and faculty.

The department's internationally renowned faculty guides students through the range of fields and methodologies used by historians. The undergraduate program features seminars, discussion groups, and other forms of interactive learning. The two-semester Major Seminar class provides a capstone experi-

Course Requirements

- CHEM-506 Human Physiological Chemistry (3)
- HFIT-510 Applied Human Physiology and Testing I (3)
- HFIT-515 Applied Human Physiology and Testing II (3)
- HFIT-530 Health Fitness Leadership Workshop (1)
- HFIT-540 Health Communication (3)
- HFIT-545 Nutrition for Health Fitness (3)
- HFIT-555 Research Methodology in Health Fitness (3)
- HFIT-565 Assessment and Evaluation of Health Fitness Parameters (3)
- HFIT-618 Strategic Planning in Health Promotion (3)
- HFIT-620 Critical Issues in Health Fitness Management (3)
- HFIT-682 In-Service Training in Health Fitness Management (3-6) or HFIT-797 Master's Thesis Seminar in Health Fitness Management (3)
- MGMT-609 Organizational Behavior and Human Resource Management (3)
- PSYC-570 Behavioral Medicine (3)
- PUAD-652 Facilitation and Team Development (3)
- Elective (2)

ence for all majors that culminates in the preparation of an original research paper. Master's and doctoral students may select programs in United States or modern European history that stress research, writing, and historical analysis.

The Department of History offers innovative courses in cinema and history, human rights as history, politics of gender, and America's presidential elections. During the summer, students may participate in institutes on nuclear studies and the Civil War.

With resources such as the National Archives and the Library of Congress, the Washington, D.C. area comprises the richest base for archival sources and published works anywhere in the United States. Internships are available at history-related organizations and museums such as the National Museum of American History and the U.S. Holocaust Memorial Museum.

In addition to preparing students for graduate or law school, the Department of History's emphasis on research, writing, and intellectual problem-solving prepares its students for business, government, public-interest, journalism and many other professions.

B.A. in History

Admission to the Program

Formal admission to the major requires departmental approval.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing

- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 39 credit hours with grades of C or better including at least 15 credit hours at the 300 level or above.

The department recommends that before enrolling in a course at the 300 level or above, students should complete a suitable introductory course or attain equivalent knowledge.

Advanced Placement

Prospective history majors may qualify for 3 advanced placement credits toward the major in both American and European history (for a total of 6 credits), provided the appropriate AP examination grade is a 4 or 5. Students cannot receive AP credit towards the major if they also take the comparable survey courses in either American history (HIST-205 and HIST-206) or European history (HIST-110).

Students may receive 6 credit hours for each AP examination (12 credit hours total) toward the 120 credit hour university requirement.

Course Requirements

- HIST-480 Major Seminar I (3)
- HIST-481 Major Seminar II (3)
- One course in ancient or medieval history
- One course in Asian, East European, modern Middle Eastern, or Russian history
- One course in African, African-American, or Latin American history
- One course in Western European or British history at the 300 level or above
- One course in U.S. history at the 300 level or above
- Additional courses to make a total of 39 credit hours in history (which may include JWST-205 Ancient and Medieval Jewish Civilization). At least 20 of the 39 credit hours must be taken at American University; at least 15 of the 39 must be at the 300 level or above.

Special Opportunities

- Dorothy Ditter Gondos Award; Janet Oppenheim History Essay Prize

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To fulfill requirements for University Honors in History, students may enroll in 500-level seminars, or in University Honors Colloquia taught by history faculty members, or may arrange an Honors supplement to a regular course, or an Honors independent study in history. All students must complete a two-semester sequence in the

major seminar, as a "capstone" experience. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in History

- 21 credit hours with grades of C or better and with at least 12 credit hours unique to the minor

Course Requirements

- One course in Western European or British history at the 300 level or above
- One course in U.S. history at the 300 level or above
- One course in an area other than Western European, British or U.S. history
- Four more courses in history, including at least two at the 300 level or above. The department requires that all 300-level courses be taken at American University.

At least 12 of the 21 credit hours in history must be taken at American University.

Combined B.A. and M.A. in History

The program enables students to complete both the B.A. and M.A. in History in five years.

Admission to the Program

Students will be admitted formally to M.A. status only if they have completed all requirements for the B.A. in History with strong grades (3.00 cumulative grade point average on a 4.00 scale and a 3.20 in history courses). Students should apply for admission to the program in their junior year. Students in this program are not required to take the Graduate Record Examination.

Requirements

- All requirements for the B.A. in History
 - All requirements for the M.A. in History
- Students may apply 6 credit hours of graduate-level course work in history to satisfy the requirements of both degrees.

M.A. in History

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record Examination (Verbal, Quantitative, and Analytic) and must have made a substantial beginning in one tool of research. Admission is based on academic record, test scores, letters of recommendation from two professors with whom work was taken recently, and favorable judgment by the department graduate committee and chair.

Degree and Major Requirements

- 30 credit hours of approved graduate work
- One of the following as tool of research: a relevant foreign language, quantitative methods, statistics, computer science,

oral history, or a methodology approved by the graduate committee of the Department of History

- One comprehensive examination
- Standard (nonthesis) option: Two substantial research papers with grades of B or better, one in HIST-751/752 Research Seminar and one in HIST-500 Studies in History
- Thesis option: a satisfactory thesis, completed through 6 credit hours of HIST-797 Master's Thesis Seminar with grades of B or better

Course Requirements

- HIST-500 Studies in History (3) with a grade of B or better (taken in the first year of graduate study)
- Two colloquia from the following with grades of B or better:
HIST-720 Colloquium in Modern European History since 1789 I (3)
HIST-721 Colloquium in Modern European History since 1789 II (3)
HIST-727 Colloquium in United States History I: to 1865 (3)
HIST-728 Colloquium in United States History II: since 1865 (3)
or approved substitute for one of the above colloquia
- HIST-744 The Historian's Craft (3) with a grade of B or better, taken in the student's first semester of course work
- Standard (nonthesis) option:
3 credit hours from the following:
HIST-751 Research Seminar in European History (3)
HIST-752 Research Seminar in United States History (3)
or approved substitute
- Thesis option:
HIST-797 Master's Thesis Seminar (6)
- Courses selected to fulfill either (1) a single-field program in United States or modern European history, or (2) a two-field program with a major field (18 credit hours) and a minor field (12 credit hours). Students may study public history by taking 12 credit hours including 3 credit hours of public history seminar, 3 credit hours of HIST-691 Internship, and 6 credit hours from any of the following: history and media, domestic and foreign policy, history and public policy, or local and community history.

Note: No more than 50 percent of course work may be done in 300/600 level courses.

Special Opportunities

- Internships at the National Archives, U.S. government agencies, and local historical societies.

Ph.D. in History

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants normally have completed an M.A. in History or a related field, have earned a satisfactory score on the Graduate Record Exam (Verbal, Quantitative, and Analytic), and have made a substantial beginning in one tool of research. Admission is based on academic record, letters of recommendation from two professors with whom work was taken recently, a sample of recent written work of substantial length (M.A. thesis, research paper, or interpretative essay) and favorable judgment by the department's graduate committee and department chair.

Degree and Major Requirements

- 72 credit hours of approved graduate work
- Two of the following as tools of research: relevant foreign languages, quantitative methods, statistics, computer science, oral history, or a methodology approved by the graduate committee of the Department of History
- Comprehensive examinations in four fields: Comprehensive examinations are offered in the areas of ancient history, United States history, modern European history, British history, Latin American history, modern Asian history, Russian history, and diplomatic history.
One field must be a historical field outside the student's main area of concentration, a comparative or multidisciplinary field, or a field in another discipline.
- Dissertation and oral defense (Dissertation work is not usually available in ancient, Russian, Asian or Latin American history.)

Course Requirements

Specific course requirements depend on whether students received their M.A. in History from American University. For more information, consult the Department of History.

- HIST-744 The Historian's Craft (3) with a grade of B or better, taken in the student's first semester of course work
- HIST-799 Doctoral Dissertation Seminar (12-24)

Special Opportunities

- Internships at the National Archives, U.S. government agencies, and local historical societies.

Jewish Studies

Director Pamela S. Nadell

Faculty from other schools and departments of the university teach courses in the program.

The Jewish Studies Program recognizes that Jews and Judaism constitute a distinct yet integral component of the heritage of Western civilization. Jewish studies courses analyze the civilization of the Jews and its various cultural and religious expressions from the patriarchal period to the present.

Jewish studies courses embrace the total experience of the Jewish people, spanning the spectrum of the arts, humanities, and the social sciences. Moreover, since dynamic contact with many other religions and cultures influenced the development of Jewish civilization, courses view Jews and Judaism within the broader context of these dominant societies, and enrich one's understanding of American and world Jewries. The majors and minors in Jewish studies prepare students for leadership within and service to the Jewish community, and for a greater understanding of our pluralistic society.

As a center of Jewish organizational life, Washington, D.C. provides opportunities for internships with local Jewish organizations devoted to community relations, religious activities, Israel, and social welfare. A Jewish studies minor combined with an education major may lead to certification for teaching in Jewish schools.

B.A. in Jewish Studies

Admission to the Program

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale) and the approval of the director of the program.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 39 credit hours with grades of C or better

Course Requirements

- HEBR-216 Hebrew, Intermediate Modern I (3)
- HEBR-217 Hebrew, Intermediate Modern II (3)
- or equivalent proficiency in Hebrew as approved by the Jewish Studies faculty.

Note: HEBR-116/HEBR-117 Hebrew, Elementary Modern I/II are prerequisites for the language requirement but do not count toward the major.

- HIST-245 Modern Jewish Civilization (3)
- JWST-205/JWST-205G Ancient and Medieval Jewish Civilization 2:2 (3)
- JWST-481 Senior Thesis in Jewish Studies I (3)
- JWST-482 Senior Thesis in Jewish Studies II (3)
- One course in Jewish literature
- One course in Jewish thought
- One course in contemporary Jewish life
- 12 additional credit hours in Jewish Studies

Eighteen of the total 39 hours must be at the 300 level or above. Related courses from other university departments may be used with approval of the program director..

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Jewish Studies

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor; 9 of the 18 credit hours must be at the 300 level or above

Course Requirements

- HIST-245 Modern Jewish Civilization (3)
- JWST-205/JWST-205G Ancient and Medieval Jewish Civilization 2:2 (3)
- One course in Jewish literature
- One course in Jewish thought
- One course in contemporary Jewish life
- One additional course in Jewish studies

Special Opportunities

Dr. Everett and Marian Gordon Scholarship Awards in Jewish Studies Established in 1976 to provide awards for outstanding senior theses in Jewish Studies, and scholarships for classroom performance by students in Jewish studies courses, with preference given to students without previous background in Jewish studies.

Jerrold and Jane Goodman Scholarships Established in 1979 through an annual grant from Yablick Charities, Inc. Scholarships are awarded annually to outstanding students in Jewish studies.

Language and Foreign Studies

Chair Olga E. Rojer

Full-Time Faculty

Professor Emeritus/a E.I. Burkart, G.S. Burkart,
V. Medish, H. Mueller, H. Noel

Professor N.S. Baron, J. Child, P.R. Côté, J. Schillinger,
B.F. Steinbrunner

Associate Professor Emeritus/a M.J. Betts, V.Z. Borkovec,
M. Charbonneau, J. Goldin, M.A.G. Hood, H. Pineda,
O. Salazar, Z. Wythe

Associate Professor N. Harris, C. Hernandez, A. Israeli,
A. Oliver, D. Rodamar, O. Rojer, J. Wisman

Assistant Professor Emerita E. Oktay

Assistant Professor S. Biesenbach-Lucas, B. Fick,
Y. Nakazato, A. Serra

Instructor J. Ata, A. Daniel, E. Holtermann, E. Lang,
E. Olsen

In an increasingly complex world that grows smaller every day, the study of foreign languages, literature, and cultures is of vital importance. Learning the ways other nations live and think furthers understanding among peoples and cultures. The Department of Language and Foreign Studies (LFS) offers extensive study in French, German, Russian, and Spanish foreign language and culture, as well as two jointly-administered programs: one in area studies and language with the School of International Service and a foreign language and communication media program with the School of Communication. In addition, language courses in Arabic, Chinese, Hebrew, Italian, and Japanese are offered each academic year, and Hindi is offered every other year. Czech is offered in Prague through the World Capitals Program.

The department also offers certificate and degree programs in TESOL (Teaching English to Speakers of Other Languages). Opportunities for teaching English either in the United States or abroad are abundant. Many students combine a background in TESOL with another major.

Programs in language and foreign studies meet the needs of both departmental majors and other students in the university. Many undergraduates choose to minor in a language area or to complete a translation certificate. Internships and cooperative education programs are available both locally and internationally for foreign language programs and TESOL. Students can also enhance their language skills through study in the World Capitals Program.

Many areas of business, industry, and government service consider a language background a career must. Recent graduates of the department have been employed in a variety of organizations and fields including the Department of State, Library of Congress, National Security Agency, Voice of America, and National Academy of Sciences, as well as inter-

national import and export firms, public and private schools and colleges, and research and development firms.

UNDERGRADUATE PROGRAMS

Language Program Courses

First Year 100-Level Elementary Courses Emphasis on mastering structure for oral and written communication, basics of phonology and morphology, situational approach, acquisition of audio-lingual skills, and development of good pronunciation and speech patterns. Three to five academic hours of class instruction per week supplemented by individual language laboratory work. A "native" speaker of a foreign language cannot enroll in or earn credit toward graduation in a 100-level course.

Second Year 200-Level Intermediate Courses Emphasis on cultural patterns and contrasts between cultures, refinement of basic language skills, study of more complex grammatical structures, and expansion of vocabulary in a cultural context. Intensive and extensive reading, controlled writing projects, transition from manipulation of patterns to development of communicative skills. Appropriate use of audiovisuals. Three to five academic hours of class instruction per week supplemented by individual language laboratory work. A "native" speaker of a foreign language cannot enroll in or earn credit toward graduation in a 200-level course.

Third Year 300-Level Non-topics Courses Emphasis on style and style level. Expansion of vocabulary through extensive reading of literary excerpts, current newspapers, and magazines, assisted by frequent use of audiovisual aids. Perfection of oral skills, review of grammatical structures, creative use of language, and study of semantic problems, idioms, clichés, and figurative speech. Three academic hours of class instruction per week. A "native" speaker of a foreign language cannot enroll in or earn credit toward graduation in a 300-level non-topics course.

300-, 400- and 500-Level Topics Courses Selected topics courses taught in the foreign language. Designed for both majors and nonmajors. May be repeated for credit provided different subjects are covered.

300- and 400-Level Civilization Courses Survey of a foreign civilization with emphasis on the historical development of literature. Topical lectures. Designed for both majors and nonmajors.

Note: A "native" speaker of a foreign language shall be defined as a person whose pre-college level instruction was conducted principally in that language. Students who have significant knowledge of a foreign language gained outside of pre-college instruction may also be considered by LFS to be "native" speakers, but may have valid reasons for studying the language at the 300 level or lower. Requests for such consideration will be evaluated on a case-by-case basis, and should be directed to the chair of the Department of Language and Foreign Studies.

B.A. in French, German, Russian, or Spanish Studies

Admission to the Program

Students must be approved by the department for formal admission to the major. Language course work may be waived if high school or other preparation warrants it. Placement will be made in consultation with a departmental advisor.

Majors

French, German, Russian, or Spanish Studies

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- French, German or Spanish: 39 credit hours with grades of C or better. Prerequisite: completion of intermediate language level.

Russian: 36 credit hours with grades of C or better. Prerequisite: completion of intermediate language level.

- One of the following field concentrations:

12 credit hours in a second foreign language at any level
or

12 credit hours in area studies in the major field at the 300 level or above
or

Teacher education leading to certification to teach a foreign language (French, German, or Spanish) at the secondary level
or

An approved minor related to the major field; for example, another language, business administration, communication, economics, political science, history, sociology, literature, anthropology, or international studies

Course Requirements

French (39 credit hours)

- FREN-322 Advanced French I (3) (may be replaced by other 300- or 500-level courses if warranted by language proficiency)
- FREN-323 Advanced French II (3) (may be replaced by other 300- or 500-level courses if warranted by language proficiency)
- FREN-324 Civilisation Française I (3)
- FREN-325 Civilisation Française II (3)
- 3 credit hours of linguistics course work from the following: ANTH-254 Language and Culture (3)

TESL-5xx course as approved by advisor

- A minimum of 6 credit hours in FREN-5xx courses
- Remaining credit hours at the 300 level or above in French studies

German (39 credit hours)

- GERM-332 German Conversation and Composition I (3) (may be replaced by other 300- or 400-level courses if warranted by language proficiency)
- GERM-333 German Conversation and Composition II (3) (may be replaced by other 300- or 400-level courses if warranted by language proficiency)
- GERM-438 German Civilization I (3)
- GERM-439 German Civilization II (3)
- 3 credit hours of linguistics course work from the following: ANTH-254 Language and Culture (3)
- TESL-5xx course as approved by advisor
- Remaining credit hours chosen from 300-400-level courses, independent study projects, internships, and topics courses in German studies

Russian (36 credit hours)

- RUSS-342 Russian Conversation and Composition I (3)
- RUSS-343 Russian Conversation and Composition II (3)
- 21 credit hours from the following: RUSS-441 Russian Media and Political Translation (3)
- 400-500-level Russian literature, topics, or linguistics courses
- LFS-390 Independent Reading Course (1-6) *or* LFS-490 Independent Study Project (1-6)
- 3 credit hours of linguistics course work from the following: ANTH-254 Language and Culture (3)
- TESL-5xx course as approved by advisor
- Additional courses to fulfill credit hour requirements selected in consultation with advisor.

Spanish (39 credit hours)

- SPAN-352 Spanish Conversation and Composition I (3) (may be replaced by other 300- or 500-level course if warranted by language proficiency)
- SPAN-353 Spanish Conversation and Composition II (3) (may be replaced by other 300- or 500-level course if warranted by language proficiency)
- SPAN-357 Introduction to Latin American Literature (3)
- SPAN-450 Spanish Civilization I: Spain (3)
- SPAN-451 Spanish Civilization II: Latin America (3)
- SPAN-491 Internship: Spanish (2-6)
- 3 credit hours of linguistics course work from the following: SPAN-356 Spanish Topics (3)
- SPAN-361 Introduction to Spanish Linguistics (3)
- Remaining credit hours chosen from Spanish topics, colloquium, and literature courses

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do

so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in French, German, Russian, or Spanish Language

Requirements

- 24 credit hours in courses taught in the foreign language with 12 credit hours at the 300 level or above; or a total of 18 credit hours at the 300 level or above. At least 12 credit hours must be unique to the minor.

Minor in Japanese Language

Requirements

- 24 credit hours with 6 credit hours at the 300 level or above; at least 12 credit hours must be unique to the minor.

Minor in Russian Studies

Requirements

- LFS-200/LFS-200G Russia and the United States 3:2 (3)
- 15 credit hours in Russian studies selected from course offerings in at least three different departments. Nine of these 15 credit hours must be at the 300 level or above. At least 12 credit hours must be unique to the minor.

B.A. in Foreign Language and Communication Media

Students are admitted to either the Department of Language and Foreign Studies or the School of Communication.

Program tracks are: French, German, Russian, or Spanish combined with Broadcast Journalism, Print Journalism, Public Communication, or Visual Media. Refer to the Interdisciplinary Programs chapter for information on major and course requirements.

B.A. in Language and Area Studies

Offered jointly by the Department of Language and Foreign Studies of the College of Arts and Sciences (CAS) and the School of International Service (SIS). Students may major in French/Europe, German/Europe, Russian/Area Studies, or Spanish/Latin America area studies. Refer to the Interdisciplinary Programs chapter for admission, degree, and course requirement for this program.

Minor in Language and Area Studies

Language and Area Studies minors are available in French/Europe, German/Europe, Russian/Area Studies, Spanish/Latin America, or Japanese/Asia area studies. Refer to the Interdisciplinary Programs chapter for course requirements.

Undergraduate Certificate in Translation

Students receive an Undergraduate Certificate in French, German, Russian, or Spanish by completing 15 credit hours of course work according to the sequence required for their particular language. All courses taken in the Department of Language and Foreign Studies toward the certificate may be used by undergraduates toward departmental majors or minors in the same language.

The emphasis of this program is on translation into English. This certificate program provides students with an academic grounding in translation theory and practice. Students interested in obtaining further translation credentials are encouraged to discuss their options with the appropriate language advisor.

For core courses to count toward the certificate, students must receive a grade of B or better; for elective courses, a grade of C or better is required. For non-core courses, students complete an additional translation project beyond the normal course requirements and must receive a satisfactory evaluation for their project. Students will only be permitted to do these translation projects after having completed at least one of the first two core courses.

Admission to the Program

Open to all students who have completed the appropriate 300-level Conversation and Composition II or Advanced II language course, or equivalent. Equivalency is determined in consultation with faculty advisor. Students whose native language is not English must meet university requirements for English competency (minimum TOEFL score of 600). Before commencing the program, students should consult the appropriate advisor in the Department of Language and Foreign Studies to plan out their program of study.

French Translation Certificate

Course Requirements

Core Courses

- FREN-328 French Translation: Concepts and Practice (3)
- FREN-329 French Translation Workshop (3)
- At least one of the following:
FREN-320 Les Registres du Français (3)
FREN-327 Le Français Commercial (3)
FREN-520 Syntaxe et Style du Français (3)

Elective Courses

- Two courses selected from the other core courses or from offerings in French at the level of FREN-326 or above.

German Translation Certificate

Course Requirements

Core Courses

- GERM-338 Introduction to German Translation (3)
- GERM-339 Business German (3)

Elective Courses

- Three courses selected from offerings in German at the level of GERM-336 or above

Russian Translation Certificate

Course Requirements

Core Courses

- RUSS-441 Russian Media and Political Translation (3)
- RUSS-443 Russian Business Translation (3)
- One of the following:
RUSS-546 Russian Advanced Grammar and Composition I (3)
RUSS-547 Russian Advanced Grammar and Composition II (3)

Elective Courses

- Two courses selected from the other core course or from offerings in Russian at the level of RUSS-347 or above.

Spanish Translation Certificate

Course Requirements

Core Courses

- SPAN-358 Introduction to Spanish Translation (3)
- SPAN-359 Advanced Spanish Translation (3)
- One of the following:
SPAN-361 Introduction to Spanish Linguistics (3)
SPAN-356 Spanish Topics: Applied Spanish Linguistics (3)
Advanced Spanish Grammar and Composition (3)

Elective Courses

- Two courses selected from the other core courses or from offerings in Spanish at the level of SPAN-356 or above.

GRADUATE PROGRAMS

Master's programs in Language and Foreign Studies include the M.A. in French Studies, the M.A. in Russian Studies, and the M.A. in Spanish: Latin American Studies. All three programs require 33 credit hours, offer both thesis and non-thesis options, and include possibilities for doing co-ops or internships. An M.A. in TESOL (Teaching English to Speakers of Other Languages) is also offered; for admission and requirement information see the TESOL section in this chapter.

Students in the M.A. programs in French Studies, Russian Studies, and Spanish: Latin American Studies can complete translation certificates as part of their degree requirements or earn credits towards a TESOL certificate. Each of the language M.A. programs offers opportunities for interdisciplinary work (drawing upon courses from across the university), training in foreign language pedagogy, or study abroad.

M.A. in French Studies

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants should be proficient in French, familiar with the culture, and normally hold a B.A. in French. Both part-time and full-time students are welcome in the program. Applicants are required to submit a sample of written work in French as part of their formal application to the program.

Degree Requirements

- 33 credit hours of approved graduate work, of which at least 18 must be in courses taught in French and taken in the Department of Language and Foreign Studies (LFS). Course work includes 21 credit hours of core requirements and 12 credit hours in a field of concentration.
- Thesis option: Students complete 3 credit hours of FREN-797 Master's Thesis Seminar in lieu of one literature course.
Non-thesis option: Students complete all courses in the core, including two literature courses with research components with a grade of B or better.
- Assessment of core: An oral and a written comprehensive examination, in French, based on the core courses and a set of general questions distributed to students at the beginning of their program. Comprehensive examinations are given twice a year, towards the end of each semester.
- Assessment of field of concentration: An oral presentation of a portfolio compiled by the student in consultation with an advisor.

Course Requirements

Core (21 credit hours)

- FREN-520 Style et Syntaxe du Français (3)
- FREN-702 Seminar in French Studies (3)
- Three French literature courses (9 credit hours) at the 500, 600, or 700 level in LFS
- One course (3 credit hours) in French culture or civilization at the 500 or 600 level in LFS
- Elective in Language and Foreign Studies (3)

Field of Concentration (12 credit hours)

- Students construct a field of concentration, in consultation with an advisor, in one of the following areas:
Related studies (e.g., economics, history, international studies, communication, public affairs, business)
Literature
Language teaching
TESOL (Teaching English to Speakers of Other Languages)
Translation (Students can also complete a Graduate Certificate in French Translation.)
Co-ops and internships are encouraged and are normally credited within the field of concentration. They are usually taken pass/fail and can be done either locally or abroad. A maximum of 3 credit hours of co-op or internship can be applied to the degree.

Note: Students may earn up to 9 approved graduate credit hours abroad. These credits can be applied either to the core or the field of concentration (or both), as appropriate and as approved by an advisor.

M.A. in Russian Studies

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants should be proficient in Russian, familiar

with the culture, and normally hold a B.A. in Russian. Both part-time and full-time students are welcome in the program. Applicants are required to submit a sample of written work in Russian as part of their formal application to the program.

Degree Requirements

- 33 credit hours of approved graduate work, of which at least 21 must be taken in the Department of Language and Foreign Studies at the 500 level or above. Course work includes 21 credit hours of core requirements and 12 credit hours in a field of concentration.
- Thesis option: Students electing a concentration in Russian Studies, Russian Literature, or Russian Language complete 6 credit hours of RUSS-797 Master's Thesis Seminar as part of their concentration.
Non-thesis option: RUSS-703 and RUSS-704 must be completed with grades of B or better.
- Assessment of core: Two written comprehensive examinations, in Russian, covering the fields of the core courses. An oral interview (in Russian) follows the written comprehensives. Comprehensive examinations are given twice a year, towards the end of each semester.
- Assessment of field of concentration: An oral presentation of a portfolio compiled by the student in consultation with an advisor.

Course Requirements

Core (21 credit hours)

- RUSS-546 Advanced Grammar and Composition 1 (3)
- RUSS-703 Seminar in Russian Literature (3)
- RUSS-704 Seminar in Russian Studies (3)
- One translation course from the following:
RUSS-641 Advanced Russian Media and Political Translation
RUSS-643 Russian Business Translation
- One literature or Russian studies course from the following:
RUSS-543 Russian Classics
RUSS-548 Topics in Russian Studies

Field of Concentration (12 credit hours)

- Students construct a field of concentration, in consultation with an advisor, in one of the following areas:
Russian studies, Russian literature, or Russian language (thesis option only)
Related studies (e.g., economics, history, international studies, communication, public affairs)
International business
Language teaching
TESOL (Teaching English to Speakers of Other Languages)
Translation (Students can also complete a Graduate Certificate in Russian Translation.)
Co-ops and internships are encouraged and are normally credited within the field of concentration. They are usually taken pass/fail and can be done either locally or abroad. A

maximum of 3 credit hours of co-op or internship may be applied to degree requirements.

Note: Study abroad opportunities are available. Participants may earn up to 9 approved graduate credit hours abroad. These credits can be applied either to the core or the field of concentration (or both), as appropriate and as approved by an advisor.

M.A. in Spanish: Latin American Studies

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants should be proficient in Spanish, familiar with the culture, and normally hold a B.A. in Spanish. Both part-time and full-time students are welcome in the program. Applicants are required to submit a sample of written work in Spanish as part of their formal application to the program.

Degree Requirements

- 33 credit hours of approved graduate work, of which at least 21 hours must be in courses taught in Spanish. Course work includes 21 credit hours of core requirements and 12 credit hours in a field of concentration.
- Thesis option: Students complete 6 credit hours of SPAN-797 Master's Thesis Seminar as part of their concentration.
Non-thesis option: Students complete two offerings of SPAN-705 or one offering of SPAN-705 plus a research project in any approved course within Spanish: Latin American Studies in LFS, with grades of B or better.
- Assessment of core: A written examination, in Spanish. The comprehensive examination is given twice a year, towards the end of each semester.
- Assessment of field of concentration: An oral presentation of a portfolio compiled by the student in consultation with an advisor.

Course Requirements

Core Courses (21 credit hours)

- SPAN-705 Seminar in Spanish and Latin American Studies (3)
- One course in Latin American literature and culture from the following:
SPAN-554 Classics of Latin American Literature (3)
SPAN-656 Spanish Topics (3) (topic emphasizing literature or culture)
SPAN-705 Seminar in Spanish and Latin American Studies (3) (different topic from above; must emphasize literature or culture)
- One course in linguistics, language, or translation from the following:
SPAN-656 Spanish Topics any language-related topic, e.g.:
Advanced Spanish Grammar and Composition (3)
Applied Spanish Linguistics (3)
SPAN-658 Introduction to Spanish Translation (3)
SPAN-661 Introduction to Spanish Linguistics (3)
- One course in Latin American history, politics, international relations, or economics from the following:

ECON-555 Political Economy of Latin America (3)
 GOVT-532 Political Institutions and Processes in Selected Regions (3) (Latin American topics)
 HIST-640 Latin American Studies (3)
 SIS-577 International Relations of Latin America (3)

or
 Other approved course

- Two electives from Spanish: Latin American offerings in the Department of Language and Foreign Studies
- Elective (3)

Field of Concentration (12 credit hours)

• Students construct a field of concentration, in consultation with an advisor, in one of the following areas:

Related studies (e.g., economics, history, international studies, communication, public affairs)

Literature and culture

Language teaching

Linguistics, language, and translation (Students can also complete a Graduate Certificate in Spanish Translation.)

Co-ops and internships are encouraged and are normally credited within the field of concentration. They are usually taken pass/fail and can be done either locally (through SPAN-691 Proyecto Amistad) or abroad. A maximum of 3 credit hours of co-op or internship can be applied to the degree.

Note: Study abroad opportunities are available. Participants may earn up to 9 approved graduate credit hours abroad. These credit hours can be applied either to the core or the field of concentration (or both), as appropriate and as approved by an advisor.

Graduate Certificate in Translation

Students receive a Graduate Certificate in French, Russian, or Spanish by completing 15 credit hours of course work according to the required sequence for the particular language. All courses taken in the Department of Language and Foreign Studies toward the certificate may be used by graduate students toward the master's degree in the same language.

The emphasis of this program is on translation into English. This certificate program provides students with an academic grounding in translation theory and practice. Students interested in obtaining further translation credentials are encouraged to discuss their options with the appropriate language advisor.

For core courses to count toward the certificate, students must receive a grade of B or better; for elective courses, a grade of C or better is required. For non-core courses, students complete an additional translation project beyond the normal course requirements and must receive a satisfactory evaluation for their project. Students will only be permitted to do these translation projects after having completed at least one of the first two core courses. Students must have an overall 3.00 grade point average in certificate courses in order to be awarded the certificate.

Admission to the Program

Open to students who have a bachelor's degree. If the undergraduate degree is not in the language for which they wish to obtain a certificate, students must have completed the appropriate 300-level Conversation and Composition II or Advanced II language course, or equivalent. Equivalency is determined in consultation with the faculty advisor. Students whose native language is not English must meet university requirements for English competency (minimum TOEFL score of 600). Before commencing the program, students should consult the appropriate advisor in the Department of Language and Foreign Studies to plan their program of study.

French Translation Certificate

Course Requirements (15 credit hours)

Core

- FREN-628 French Translation: Concepts and Practice (3)
- FREN-629 French Translation Workshop (3)
- One of the following:
 FREN-520 Syntaxe et Style du Français (3)
 FREN-627 Le Français Commercial (3)
 FREN-620 Les Registres du Français (3)

Electives

- Two courses selected from the other courses on the core course list or from offerings in French at the 500 level or above.

Russian Translation Certificate

Course Requirements (15 credit hours)

Core Courses

- RUSS-641 Russian Media and Political Translation (3)
- RUSS-643 Russian Business Translation (3)
- One of the following:
 RUSS-546 Russian Advanced Grammar and Composition I (3)
 RUSS-547 Russian Advanced Grammar and Composition II (3)

Elective Courses

- Two courses may include the other course on the core course list or be selected from offerings in Russian at the 500 level or above.

Spanish Translation Certificate

Course Requirements (15 credit hours)

Core

- SPAN-658 Introduction to Spanish Translation (3)
- SPAN-659 Advanced Spanish Translation (3)
- One of the following:
 SPAN-661 Introduction to Spanish Linguistics (3)
 SPAN-656 Spanish Topics: Applied Spanish Linguistics (3)
 Advanced Spanish Grammar and Composition (3)

Electives

- Two courses selected from the other core courses or from offerings in Spanish at the 500 level or above.

Liberal Studies

B.A. in Liberal Studies

This program is designed for students eight years or more out of high school who seek a flexible degree program that encourages them to bring together their personal and professional goals in the design of their academic major. The major encourages students to combine liberal arts studies with a specialization. Specializations are available in any of the minors offered by American University.

Admission to the Program

After admission, students submit a written proposal stating their core interests, along with a 300-word essay explaining their goals and the relationship among chosen areas and courses.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course from each of the five curricular areas in an approved sequence.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 42–48 credit hours with grades of C or better

The major consists of a 24 credit hour core area and an 18–24 credit hour specialization, both of which offer a number of structured alternative choices.

Core Area

- 24 credit hours chosen from fields of study in one of three core areas: the humanities, the social sciences, or sciences/mathematics.

The core area must include course work in four fields of study: 6 credit hours are to be taken in each field; at least 3 credit hours in each of the four fields must be earned in a course at the 300 level or higher. For students taking the Sciences/Mathematics core, a minimum of 6 credit hours in total must be taken in courses at the 300 level or higher. No more than three courses taken for General Education credit may also count toward core area requirements.

Fields of Study by Core Area

Humanities

Art
Art History
Foreign Language
Jewish Studies
Literature
Performing Arts
Philosophy
Religion

Social Sciences

American Studies
Anthropology
Communication
(designated courses) *
Economics
Education
(designated courses) *
History
Political Science
Psychology
(designated courses) *
Sociology

Sciences/Mathematics

Biology
Chemistry
Computer Science
Information Systems
Mathematics
Physics
Psychology
(designated courses)*
Statistics

* Designated courses: Academic counselors will provide students with a list of approved courses.

Specialization

In addition to the core area courses, students in the Bachelor of Arts in Liberal Studies program are required to complete 18–24 credit hours in a specialization. This specialization may be chosen from the list of university approved minors in the introductory chapter of this catalog. *Note:* if the minor taken for the specialization requires 24 or more credit hours, students may request reducing their core requirements from 24 to 21 credit hours. However, the core must still include at least 18 credit hours offered by the College of Arts and Sciences.

Students may select a specialization that complements their core area, or they may choose a specialization that is a new area of study. In all cases the student is encouraged to design a core area and a specialization that reflects the student's particular interests and goals.

Requirements for the specialization in the Bachelor of Arts in Liberal Studies degree are met when a student completes the requirements for a minor approved for the program. No more than two courses taken for General Education credit may be applied to a student's specialization. See Fields of Study in the Undergraduate Study chapter for a list of university minors currently approved for this program.

Literature

Chair Jonathan Loesberg

Full-Time Faculty

Professor Emeritus/a P. Han, F. Kelly, E.L. Kessler, F. King, M. Patton, J.A. Roberts, F.E. Zaparka

Distinguished Professor B.T. Bennett

Professor J.J. Jorgens, C.R. Larson, J. Loesberg, A. Lustig, K.W. Moyer, K. Mussell, J.N. Radner, R. Rubenstein, M. Sklarew, H.S. Taylor, F. Turaj

Associate Professor Emeritus A.P. Bean, W.E. Stahr, S. Yarnall

Associate Professor D.C. Fish, R. McCann, M. Noble, D. Pike, R. Sha, J.R. Solomon

Assistant Professor T.F. Cannon, Jr., K. Leonard

Instructor C. Bair Van Dam, D. Beach, L. Johnson, H. Karalis, G. Moomau, D. Orenstein, R. Scott, M. Swithers, L. Wootton-Don

Concerned with the study of literature, writing, and film, the Department of Literature offers courses that embrace many approaches to the rich heritage of written, oral, and cinematic tradition, as well as courses that challenge students to write creatively and professionally. In addition to taking courses, our students are encouraged to enroll in internships to sample careers that use the skills they are developing in the classroom; Washington affords a wide range of job opportunities (many involving writing or editing) in settings such as arts organizations, radio and television, government offices, public interest organizations, museums, schools, and community groups.

The department's faculty of scholars and writers staff three degree programs in literature: the B.A. and M.A. in Literature and the M.F.A. in Creative Writing. All three programs offer students the chance to study literature, film criticism and creative writing; all are small and flexible programs that bring students and faculty into close contact in small classes and informal gatherings and colloquia. The M.A. program provides an overview of the literary history of our culture in addition to a series of seminars on theoretical topics in which students and faculty together consider what constitutes the discipline of literary criticism. The M.F.A. in Creative Writing program includes work in fiction, poetry, and film; workshops with distinguished visiting writers; internships; and course work in literature and in the arts of translation and literary journalism. It also offers students opportunities to give public readings, to meet with editors and publishers, and to produce a nationally known literary magazine.

In addition, the department offers an interdisciplinary minor in Cinema Studies which combines course work in cinema, video criticism and history and takes advantage of the impressive film resources of the Washington area.

The Visiting Writers Series

Each semester, the department sponsors public readings by prominent poets, fiction writers, and editors. These visitors also conduct workshops for graduate and undergraduate students of creative writing. Visiting writers have recently included Grace Paley, Mark Doty, Allan Gurganus, Tillie Olsen, Andrew Holleran, Hannan al-Shaykh, Charles Johnson, A.J. Verdelle, Richard Selzer, Richard Rodriguez, Yusef Komunyakaa, Charles Baxter, Marie Howe, and Michael Cunningham. Distinguished Writers in Residence have included Jean Valentine, Marilyn Hacker, Jon Silkin, Pablo Medina, and Alice McDermott.

B.A. in Literature

Admission to the Program

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale) and departmental approval.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 42 credit hours with grades of C or better, with at least 21 credit hours at the 300 level or above.

Course Requirements

- LIT-105/LIT-105G The Literary Imagination I:1 (3)
or
LIT-120/LIT-120G Interpreting Literature I:1 (3)
- Three survey courses from the following:
LIT-115/LIT-115G Remarkable Literary Journeys 2:1 (3)
LIT-150/LIT-150G Third World Literature 3:1 (3)
LIT-210 Survey of American Literature I (3)
LIT-211 Survey of American Literature II (3)
LIT-220 Survey of British Literature I (3)
LIT-221 Survey of British Literature II (3)
LIT-225/LIT-225G The African Writer 2:2 (3)
LIT-235/LIT-235G African-American Literature 2:2 (3)
At least one of these must be LIT-115, LIT-210, LIT-220, or LIT-230. A student may not count both LIT-115 and LIT-230 in fulfilling this requirement.
- Four courses in literature written before 1900, of which at least two must be in literature written before 1800

- One course in any of the following: creative writing, LIT-215/LIT-215G Writers in Print/in Person I:2, or a 300-level cinema course
- LIT-498 Senior Seminar on the Value of Literature (3)
- Four other courses offered or approved by the Department of Literature

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To fulfill Honors requirements for University Honors in Literature, students may enroll in Literature Honors Colloquia with literary topics, or may arrange an Honors supplement to a regular course or an Honors independent study in Literature. All students complete a two-semester Honors sequence in Senior Seminar and Senior Honors Thesis. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Literature

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- LIT-105/LIT-105G The Literary Imagination I:1 (3) or LIT-120/LIT-120G Interpreting Literature I:1 (3)
- One course from the following:
 - LIT-115/LIT-115G Remarkable Literary Journeys 2:1 (3)
 - LIT-150/LIT-150G Third World Literature 3:1 (3)
 - LIT-210 Survey of American Literature I (3)
 - LIT-211 Survey of American Literature II (3)
 - LIT-220 Survey of British Literature I (3)
 - LIT-221 Survey of British Literature II (3)
 - LIT-225/LIT-225G The African Writer I:2 (3)
 - LIT-235/LIT-235G African-American Literature 2:2 (3)
- 12 credit hours in literature; at least 9 credit hours must be at the 300 level or above. Only one course in creative writing may be counted toward the minor.

Minor in Literature: Cinema Studies

- 24 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- COMM-200 Writing for Mass Communication (3)
- LIT-135/LIT-135G Critical Approach to the Cinema I:1 (3)
- Four courses from the following:
 - LIT-375 Film and Literature (3)
 - LIT-376 National Cinema (3)
 - LIT-377 Popular Film Genres (3)
 - LIT-378 Major Filmmakers (3)
 - LIT-380 Independent Filmmakers (3)
 - LIT-402 Creative Writing: Film Script (3)
- Two courses from the following:

- COMM-330 Basic Photography (3) (taken with COMM-331)
- COMM-331 Basic Visual Media Production (3) (taken with COMM-330)
- COMM-511 History of Documentary (3)
- COMM-558 Survey of American Cinema (3)

M.A. in Literature

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants should have a grade point average of 3.00 (on a 4.00 scale) in undergraduate literature courses. The Graduate Record General Examination is recommended. An undergraduate major in literature is desirable, but applications from candidates who have majored in other fields will also be considered, provided that substantial study of literature has been done. Two letters of recommendation and a sample of critical writing are required. Part-time as well as full-time students are welcome in the program.

Degree and Major Requirements

- 36 credit hours of approved graduate work
- A written comprehensive examination based on literature taught in M.A. seminars

Course Requirements

- LIT-520 Research Methods in Literature (3) with a grade of B or better
- 6 credit hours from the following:
 - LIT-521 Readings in Genre: Poetry (3)
 - LIT-522 Readings in Genre: Drama (3)
 - LIT-523 Readings in Genre: Novel (3)
- 18 credit hours in literature, with at least 9 credit hours at the 700 level

One of the following tracks:

General

- 9 additional graduate credit hours in literature
- Interdisciplinary**
- 9 graduate credit hours in another department or departments, as approved by the M.A. program director

Teaching

- LIT-730 The Teaching of Writing (3)
- LIT-731 Teaching of Writing Practicum (3)
- an approved graduate course in education, linguistics, or anthropology (3)

Pre-doctoral

- LIT-732 Literary Theory (3)
- 6 credit hours in literature at the 700 level

M.F.A. in Creative Writing

Admission to the Program

Applicants must meet the minimum university requirements for graduate study. An undergraduate major in literature is desirable, but applications from candidates who have majored in other fields will be considered. Admission is based on samples of

previous writing (30 pages of fiction or 15 pages of poetry), academic record, and two letters of recommendation.

Degree and Major Requirements

- 48 credit hours of approved graduate work
- Advancement to candidacy is automatic on admission to the program, but subject to yearly review
- A book-length manuscript of fiction, poetry, or drama, to be approved by the creative writing faculty
- One oral examination on the candidate's manuscript: its merits, characteristics, and relations to the works of others

Course Requirements

- 12 credit hours in writing workshops:
LIT-700 Advanced Fiction Workshop (3)
LIT-701 Advanced Poetry Workshop (3)
LIT-702 Creative Writing: Film Script (3)
- Students may concentrate on one genre or work in several

- 12 credit hours in literature courses selected from among the regular graduate level literature offerings of the department
- LIT-705 Seminar on Translation (3)
- LIT-710 Art of Literary Journalism (3)
- LIT-691 Graduate Internship (6)

Possible internship sites include the Writer's Center in Bethesda, the Folger Shakespeare Library, the Library of Congress, the Writers-in-the-Schools programs, and affiliations with in-house and trade publishers.

- 6 credit hours from the following:

Additional writing workshops, offered at American University or elsewhere

Additional courses in literature, cinema studies, or performing arts

With the approval of an advisor, courses in foreign languages, journalism, or in any other discipline which seems germane to the individual student's interest and consistent with the objectives of the program

- 6 credit hours of LIT-797 Master's Thesis Seminar

Mathematics and Statistics

Chair John P. Nolan

Full-time Faculty

Professor Emeritus/a J. Blum, R.A. Holzager, B.P. Korin, H. Rosenblatt, G. Quinn, S.H. Schot, J.H. Smith

Professor S. Casey, D.S. Crosby, N. Flournoy, M.W. Gray, R.W. Jernigan, J. Nolan, S. Parker

Research Professor N. Mantel

Associate Professor Emeritus E.B. McCue

Associate Professor A.M. Barron, I.L. Chang, L.J. Crone, A. Enayat, J. Hakim, D. Kalman, V. E. Stallings

Assistant Professor Emerita C.T. Machlin

Assistant Professor R. Brown, L. Davis, F. Van Dyke, A. White

Instructor N. Al-Shara, P. Daty, B. Dweik, B. Evans, R. Hijazi, H. Rabie, S. Rishmawi

Mathematics may be studied as an intellectual discipline for its own sake or as a professional tool for application to the problems of other disciplines. Majors in mathematics receive firm grounding in the theory and techniques of algebra, analysis, and other fields as a basis for further work in pure or applied mathematics and for graduate studies. The major in applied mathematics offers training in mathematical problem-solving techniques without emphasis on abstract theory. This program is not as firm a foundation for graduate work as the mathematics major, but is tailored to the student who will need to apply mathematical, statistical, and computer methods to practical problems. Undergraduates majoring in mathematics may choose to take a second major in secondary school teaching.

Statistics is concerned with the collection, organization, analysis, interpretation, and presentation of numerical data. The science of statistics is a broad and challenging field. Its breadth can be seen in the way its ideas and techniques have found application in almost every field of study. Statistics has contributed organizational and analytical techniques that provide new insights in fields that range from the physical and life sciences to business, law, history, literature, and the social sciences.

Undergraduate students majoring in statistics have two tracks available. Those who intend to continue with graduate work in statistics or those with an interest in the theory of statistical methods should follow the sequence for mathematical statistics, which requires a strong background in mathematics. Students wishing an emphasis in the use of statistical techniques should follow the sequence for applied statistics. This track is especially appropriate as a secondary emphasis for students who have a strong interest in a field of application.

The Department of Mathematics and Statistics combines the resources and knowledge of these related disciplines. This enables the department to offer unusually varied and flexible programs. A student with an interest in the mathematical sciences may choose a program within the department and later change his or her emphasis without a great loss of time because the programs share a common core.

The university's Washington, D.C. location affords the student access to many governmental, cultural, scientific, and historical institutions. These institutions serve as an important research resource. In addition, they are a source of full-time and part-time employment opportunities for students with a firm grounding in the mathematical sciences.

Special Opportunities

The department employs a number of its undergraduates in its tutoring lab and in the computer labs. The department also offers a limited number of book scholarships to its undergraduates. Work-study awards are also available. For more information consult Financial Aid (202) 885-6100.

B.S. in Applied Mathematics

Admission to the Program

Formal admission to the major requires a cumulative grade point average of 2.00 (on a 4.00 scale) and departmental approval.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 57 credit hours with grades of C or better

Course Requirements

- CSIS-280 Introduction to Computer Science I (4)
- CSIS-281 Introduction to Computer Science II (3)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-223 Calculus III (4)
- MATH-310 Linear Algebra (3)
- MATH-321 Differential Equations (3)
- MATH-501 Probability (3)
- MATH-550 Complex Variables for Applications (3)
- MATH-551 Partial Differential Equations (3)
- MATH-560 Numerical Analysis: Basic Problems (3)
- STAT-502 Introduction to Mathematical Statistics (3)
- Three additional mathematics electives, to be selected in consultation with the student's advisor

Related Courses

- PHYS-110/PHYS-110G University Physics I 5:1 (4)
 - PHYS-210/PHYS-210G University Physics II 5:2 (4)
- or alternative science courses approved by advisor

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University

Honors Program regarding departmental options. See the section on the University Honors Program for further details.

B.S. in Mathematics

Admission to the Program

Formal admission to the major requires a cumulative grade point average of 2.00 (on a 4.00 scale) and departmental approval.

Students who wish to obtain credentials for teaching grade 7–12 mathematics may take a 36-credit hour second major. Students must have a 3.00 grade point average to be admitted to the second major in secondary education. For information on admission and program requirements, see the School of Education secondary education programs.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 52 credit hours with grades of C or better
- Students who elect a second major in secondary school mathematics teaching take a total of 53 credit hours for the mathematics major (see course requirements below)

Course Requirements

- CSIS-280 Introduction to Computer Science I (4)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-223 Calculus III (4)
- MATH-310 Linear Algebra (3)
- MATH-500 Advanced Calculus (3)
- MATH-512 Introduction to Modern Algebra I (3)
- MATH-513 Introduction to Modern Algebra II (3)
- MATH-520 Introduction to Analysis I (3)
- MATH-521 Introduction to Analysis II (3)
- Three courses selected from the following:
 - MATH-321 Differential Equations (3)
 - MATH-501 Probability (3)
 - MATH-505 Mathematical Logic (3)
 - MATH-508 Automata, Languages and Computability (3)
 - MATH-510 Geometry (3)
 - MATH-515 Number Theory (3)
 - MATH-540 Topology (3)
 - MATH-550 Complex Variables for Applications (3)
 - MATH-551 Partial Differential Equations (3)
 - MATH-560 Numerical Analysis: Basic Problems (3)

- MATH-570 History of Mathematics (3)
- MATH-601 Harmonic Analysis (3)
- STAT-502 Introduction to Mathematical Statistics (3)

Three courses in a field of application, to be selected in consultation with the advisor. This requirement may be waived for students with more than one major in this department.

Mathematics Majors with a Second Major in Secondary Education

Course Requirements

- CSIS-280 Introduction to Computer Science I (4)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-223 Calculus III (4)
- MATH-310 Linear Algebra (3)
- MATH-500 Advanced Calculus (3)
- MATH-501 Probability (3)
- MATH-510 Geometry (3)
- MATH-512 Introduction to Modern Algebra I (3)
- MATH-585 Mathematics Education (3)
- STAT-202 Basic Statistics (4)
- STAT-502 Introduction to Mathematical Statistics (3)
- Two courses selected from the following:
 - MATH-321 Differential Equations (3)
 - MATH-505 Mathematical Logic (3)
 - MATH-515 Number Theory (3)
 - MATH-540 Topology (3)
 - MATH-550 Complex Variables for Applications (3)
 - MATH-551 Partial Differential Equations (3)
 - MATH-560 Numerical Analysis: Basic Problems (3)
 - MATH-570 History of Mathematics (3)
 - MATH-601 Harmonic Analysis (3)
 - STAT-502 Introduction to Mathematical Statistics (3)
- Two courses in a field of application, to be selected in consultation with the advisor. This requirement may be waived for students with more than one major in this department.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

B.S. in Statistics

Admission to the Program

Formal admission to the major requires a cumulative grade point average of 2.00 (on a 4.00 scale) and departmental approval.

Tracks

Mathematical Statistics and Applied Statistics

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- Mathematical Statistics: 47 credit hours with grades of C or better
- Applied Statistics: 54–55 credit hours with grades of C or better

Course Requirements

Mathematical Statistics

- CSIS-280 Introduction to Computer Science I (4)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-223 Calculus III (4)
- MATH-310 Linear Algebra (3)
- MATH-501 Probability (3)
- STAT-202 Basic Statistics (4)
- STAT-502 Introduction to Mathematical Statistics (3)
- STAT-515 Regression (3)
- STAT-516 Design of Experiments (3)
- Four additional courses at or above 300 in the department, of which two must have the prefix STAT- (STAT-514 cannot be used and STAT-300 and STAT-302 cannot both be used) as approved by an advisor. The course CSIS-281 may substitute for a course with a prefix of MATH-.

Applied Statistics

- CSIS-280 Introduction to Computer Science I (4)
- MATH-211 Applied Calculus I (4) *and* MATH-212 Applied Calculus II (3)
- or*
- MATH-221 Calculus I (4) *and* MATH-222 Calculus II (4)
- MATH-310 Linear Algebra (3)
- MATH-501 Probability (3)
- STAT-202 Basic Statistics (4)

- STAT-300 Business and Economic Statistics (3)
or
STAT-302 Intermediate Statistics (3)
- STAT-502 Introduction to Mathematical Statistics (3)
- STAT-515 Regression (3)
- STAT-516 Design of Experiments (3)
- Two additional courses selected from the department as approved by a student's advisor
- At least five additional courses in a related field, as approved by an advisor. The courses may be selected from more than one teaching unit, but must have a common theme or subject area in which statistics are applied.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Mathematics

- 19 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- MATH-310 Linear Algebra (3)
- MATH-221 Calculus I (4) *and*
MATH-222 Calculus II (4)
or
MATH-211 Applied Calculus I (4) *and*
MATH-212 Applied Calculus II (3)
- Three additional courses numbered MATH-223 or above or STAT-202 or above, with at least two courses at the 300 level or above

Minor in Quantitative Methods

- 20 credit hours with grades of C or better and with at least 12 credit hours unique to the minor

Course Requirements

- CSIS-280 Introduction to Computer Science I (4)
- MATH-310 Linear Algebra (3)
- MATH-221 Calculus I (4) *and*
MATH-222 Calculus II (4)
or
MATH-211 Applied Calculus I (4) *and*
MATH-212 Applied Calculus II (3)
- Two courses in statistics numbered STAT-3xx or above: Students may select only one of STAT-300 Business and Economic Statistics, STAT-302 Intermediate Statistics or STAT-514 Statistical Methods for credit toward the minor.

Minor in Statistics

- 20 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- MATH-221 Calculus I (4) *or*
MATH-211 Applied Calculus I (4)
- STAT-202 Basic Statistics (4)
- Four courses in statistics (STAT-xxx) at the 300 level or above (MATH-501 Probability may also be used as one of the four) Students may select only one of STAT-300 Business and Economic Statistics, STAT-302 Intermediate Statistics, or STAT-514 Statistical Methods for credit toward the minor.

Undergraduate Certificate in Applied Statistics

Admission to the Program

Open to students with a high school diploma or equivalent

Course Requirements

- CSIS-280 Introduction to Computer Science (4)
- MATH-211 Applied Calculus I (4)
- MATH-212 Applied Calculus II (3)
- STAT-202 Basic Statistics (4)
- STAT-300 Business and Economic Statistics (3)
or
STAT-514 Statistical Methods (3)
or
STAT-302 Intermediate Statistics (3)

Combined B.S. in Applied Mathematics and M.A. in Mathematics

Students receive both a B.S. in Applied Mathematics and an M.A. in Mathematics.

Requirements

- All requirements for the B.S. in Applied Mathematics
 - All requirements for the M.A. in Mathematics
- Students may apply 6 credit hours of approved course work to the requirements for both degrees.

Combined B.S. in Mathematics and M.A. in Mathematics

This five-year program enables students to earn both a B.S. in Mathematics and an M.A. in Mathematics.

Admission to Program

Undergraduate students should have a grade point average of 3.20 on a 4.00 scale in major courses. All students should apply by the end of the junior year and should have completed one of the following sequences:

- MATH-512 and MATH-513 Introduction to Modern Algebra I and II
or

MATH-520 and MATH-521 Introduction to Analysis I and II

Requirements

- All requirements for the B.S. in Mathematics. Senior-year courses must include a one-year major course sequence acceptable towards a master's degree, but to count towards the B.S. only.
- All requirements for the M.A. in Mathematics
- Students may apply 6 credit hours of approved course work to the requirements for both degrees.

Combined B.S. in Mathematics or Statistics and M.S. in Statistics

Students receive both a B.S. in Mathematics or Statistics and an M.S. in Statistics.

Admission to the Program

Undergraduate students should have a grade point average of 3.20 on a 4.00 scale in major courses. All students should apply by the end of the junior year. Applicants must have completed MATH-501 Probability and STAT-502 Introduction to Mathematical Statistics by the end of the junior year.

Requirements

- All requirements for the B.S. in Mathematics or Statistics (mathematical statistics track)
 - All requirements for the M.S. in Mathematics
- Students may apply 6 credit hours of approved course work to the requirements for both degrees.

Combined B.S. in Mathematics and M.S. in Computer Science

For a description of this program, see listing under Computer Science and Information Systems in this chapter.

M.A. in Mathematics

Admission to the Program

In addition to meeting the minimum university requirements for admission, applicants must have an undergraduate degree in mathematics or a related field. Students entering the M.A. program without the appropriate background will be expected to take certain undergraduate courses as prerequisite work.

Degree and Major Requirements

- A total of 30 credit hours of graduate course work including thesis or nonthesis option requirements
- Proficiency in Russian, German, French, or an approved computer language as a tool of research
- A written comprehensive examination in mathematics
- Thesis option: 6 hours of MATH-797 Master's Thesis Seminar in Mathematics and an oral defense of the thesis. Nonthesis option: 3 credit hours in MATH-690 Independent Study Project in Mathematics (topic to be chosen in consultation with a faculty member) requiring an oral and

written presentation of the research work and 3 credit hours in approved graduate-level independent research, seminar, or research course.

M.S. in Statistics

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants will be expected to have an adequate background in the mathematical sciences. Students entering the M.S. program without the appropriate background will be expected to take certain undergraduate courses as prerequisite work.

Tracks

Mathematical Statistics or Applied Statistics

Degree and Major Requirements

- 30 credit hours of approved graduate work
 - Proficiency in a tool of research chosen from: French, German, Russian, an approved computer language, or an approved analytical skill such as numerical, complex, or real analysis
 - Written comprehensive examination (administered in two parts)
- Mathematical Statistics track: Statistical Theory and Probability
- Applied Statistics track: Statistical Theory and Applications
- Thesis option: STAT-797 Master's Thesis Seminar in Statistics (6) and an oral defense of the thesis
 - Nonthesis option: At least 3 credit hours in STAT-690 Independent Study Project in Statistics or STAT-798 Statistical Research and Consulting, requiring a written presentation of the research work. 3 credit hours in approved graduate-level independent research, seminars, or research, or topics courses.

Course Requirements

Mathematical Statistics

- MATH-574 Theory of Probability (3)
 - STAT-530 Mathematical Statistics I (3)
 - STAT-531 Mathematical Statistics II (3)
 - STAT-584 Introduction to Stochastic Processes (3)
 - STAT-600 Advanced Mathematical Statistics (3)
 - STAT-601 Topics in Advanced Probability and Statistics (3)
 - Thesis option: Two additional courses in mathematics or statistical theory
 - Nonthesis option: Three additional courses in mathematics or statistical theory
 - Additional research hours of course work to fulfill the thesis or nonthesis option
- Up to 12 credit hours may be taken as an independent research project.

Applied Statistics

- MATH-501 Probability (3)
- STAT-515 Regression (3)
- STAT-524 Data Analysis (3)
- STAT-525 Statistical Software (3)
- STAT-530 Mathematical Statistics I (3)
- STAT-531 Mathematical Statistics II (3)
- STAT-584 Introduction to Stochastic Processes (3)
- One additional course in statistical methods and applications (including approved related courses given in other teaching units)
- Additional research hours of course work to fulfill the thesis or nonthesis option

Up to 12 credit hours may be taken as an independent research project.

M.S. in Statistics for Policy Analysis**Admission to Program**

In addition to meeting the minimum university requirements for graduate study, applicants are expected to have completed a minimum of one year of calculus and one year of statistics.

Degree and Major Requirements

- 36 credit hours of approved graduate work
- Written comprehensive examination: Statistics for Policy Analysis
- Nonthesis option: STAT-690 Independent Study Project in Statistics which requires a written presentation of the research work, and 3 additional hours of an approved internship or an approved advanced-level seminar or research course.

Course Requirements

- STAT-514 Statistical Methods (3) (STAT-514 or equivalent is a prerequisite for all other statistics courses in the program)
- STAT-515 Regression (3)
- STAT-524 Data Analysis (3)
- STAT-525 Statistical Software (3)
- STAT-690 Independent Study Project in Statistics (3)
- STAT-691 Internship in Statistics (3) (an advanced-level seminar or research course may be substituted based on professional experience)

Additional 18 credit hours from the following:

- At least two additional statistics and probability courses at the 500 level or above; recommended courses include:
 - STAT-502 Introduction to Mathematical Statistics (3)
 - STAT-510 Theory of Sampling I (3)
 - STAT-516 Design of Experiments (3)
 - STAT-517 Special Topics in Statistical Methodology: Sampling (3)
 - STAT-520 Applied Multivariate Analysis (3)
 - STAT-521 Analysis of Frequency (3)
 - STAT-522 Time Series Analysis (3)

- At least two policy analysis courses from the following, and approved by the students's advisor:
 - PUAD-604 Public Program Evaluation (3)
 - PUAD-606 Foundations of Policy Analysis (3)
 - PUAD-607 Economics and Politics of Public Policy (3)
 - SOCY-580 Social Policy Analysis (3)
 - SOCY-680 Social Policy Research (3)

Ph.D. in Mathematics Education**Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants must hold a master's degree in either education or mathematics. Admission is based on academic record and two letters of recommendation.

Degree and Major Requirements

- 45 credit hours of approved graduate work in addition to credit earned for the master's degree
- Proficiency in two tools of research:
 - One tool must be statistics, satisfied by satisfactory completion (B or better) of the required statistics courses or by passing an examination given by the Department of Mathematics and Statistics.

The second tool may be French, German, Russian, Spanish, or an approved computer language.

- Four comprehensive examinations:
 - Mathematics for Mathematics Education (written)
 - Mathematics Education (oral)
 - Mathematics Education (written)

One additional comprehensive examination from those regularly given by the School of Education or the Departments of Psychology, Mathematics and Statistics, or Computer Science and Information Systems. Students who do not have a previous graduate degree in education must take one of these examinations in the School of Education. In special cases, dependent upon experience and interest, other fields may be approved.

- Dissertation directed by a full-time faculty member and an oral defense of the dissertation (minimum of 6 hours of MATH-799 Doctoral Dissertation Seminar in Mathematics).

Course Requirements

- MATH-512 Introduction to Modern Algebra I (3)
- MATH-520 Introduction to Analysis (3)
- MATH-513 Introduction of Modern Algebra II (3)
- MATH-521 Introduction to Analysis II (3)
- MATH-585 Mathematics Education (3)
- MATH-685 Practicum in Mathematics Education (3)
- MATH-790 Research Seminar in Mathematics Education (3)

Approved mathematics courses may be substituted for MATH-512, MATH-513, MATH-520, and MATH-521 if the student's previous work included these courses.

- STAT-515 Regression (3) *and* STAT-516 Design of Experiments (3) *or* MATH-501 Probability (3) *and* STAT-502 Introduction to Mathematical Statistics (3)
- Approved statistics courses may be substituted for MATH-515, STAT-516, MATH-501, and STAT-502 if the student's previous work included these courses. *Note:* STAT-514 Statistical Methods will not be counted toward the program.
- Twelve additional hours of approved course work in mathematics, statistics, computer science, education, psychology, or other relevant fields
- This course work might include:
- For college teaching:*
- EDU-521 Foundations of Education (3)
 - EDU-583 Curriculum Construction and Program Design (3)
 - EDU-611 Formative Ideas of Contemporary Education (3)
 - EDU-612 Educational Equity (3)
 - EDU-615 Overview of Educational Systems (3)
 - EDU-620 Theories of Educational Psychology and Human Development (3)
- For education administration:*
- SOCY-642 Training Program Design (3)
- Note:* Students who have not taken a course comparable to EDU-620 must include it in their program.

Ph.D. in Statistics

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants who do not have an M.A. or M.S. in Statistics begin with STAT-530 Mathematical Statistics I, STAT-531 Mathematical Statistics II, STAT-574 Theory of Probability and/or STAT-584 Introduction to Stochastic Processes. Admission is based on academic record and two letters of recommendation.

Degree and Major Requirements

- 72 credit hours of approved graduate work including a minimum of 6 credit hours of STAT-799 Doctoral Dissertation Seminar in Statistics. Thirty hours may be transferred into the program by students who have a master's degree in statistics.
- Proficiency in two tools of research chosen from: French, German, Russian, an approved computer language, or an

approved analytical skill such as numerical, complex, or real analysis. The analytical skill requirement may be satisfied by previous course work.

- A qualifying examination taken before completion of 24 credit hours of course work in the doctoral program
- Four comprehensive examinations, two written and two oral. The fields for the written examinations are Probability and Distribution Theory and Statistical Inference. One oral examination is a defense of the dissertation proposal, and the other is a defense of the dissertation.
- A dissertation directed by a full-time faculty member and an oral defense of the dissertation

Course Requirements

- MATH-674 Advanced Probability (3)
- STAT-600 Advanced Mathematical Statistics (3)
- STAT-601 Topics in Advanced Probability and Statistics (3) (may be taken twice, topic must be different)
- STAT-610 Statistical Inference: Estimation (3)
- STAT-620 Multivariate Analysis I (3) *and* STAT-621 Multivariate Analysis II (3) *or* STAT- 670 Linear Estimation I (3) *and* STAT- 671 Linear Estimation II (3)
- STAT-798 Statistical Research and Consulting (3) (may be repeated for credit, topic must be different)
- STAT-799 Doctoral Dissertation Seminar in Statistics (1-12)

Graduate Certificate in Applied Statistics

Admission to the Program

Open to students with a bachelor's degree from an accredited institution.

Course Requirements

- STAT-530 Mathematical Statistics I (3)
- STAT-531 Mathematical Statistics II (3)
- Three of the following:
 - STAT-510 Theory of Sampling I (3)
 - STAT-515 Regression (3)
 - STAT-516 Design of Experiments (3)
 - STAT-517 Special Topics in Statistical Methodology (3)
- or*
- STAT-519 Nonparametric Statistics (3)

Performing Arts: Music, Theatre, Dance, and Arts Management

Chair Naima Prevots

Full-Time Faculty

Professor Emeritus/a C. Crowder, V.E. Mason

J.L. McLain, G.C. Schuetz, E. Vrenios

Professor C. Jennings, A.R. Mandel, H. Mardirosian,
N. Prevots, J. Sapieyevski,

Associate Professor Emeritus K. Baker, B. Baranovic

Associate Professor G. Humphries, C. Mendenhall

Assistant Professor B. Crawford, R. Esposito, R. Goler

The Department of Performing Arts provides intensive professional training in each of its disciplines: music, theatre, music theatre, dance, and arts management.

The programs offer a unique blend of classroom work and performance experience. Each year a season of plays, musicals, opera, orchestra and choral concerts, and dance concerts augments classroom learning with actual experience. Similarly, the arts management program provides hands-on experience through field studies and an internship with a local or national arts organization.

The Visiting Artists and Artists-in-Residence programs in the Department of Performing Arts provide students with opportunities to meet and work with well known professionals in each of the disciplines. Guest artists have included Erick Hawkins, Twyla Tharp, Nina Wiener, Heidi Latsky, Elizabeth Schwarzkopf, Leon Fleischer, Herb Edelman, and Cliff Fannin Baker.

The dynamic interaction of performance experience, theoretical and historical understanding, and exposure to well-established professionals is designed to prepare the student for a professional or teaching career. The Washington, D.C. area is the home of many arts organizations, including the John F. Kennedy Center for the Performing Arts, the Washington Ballet, the Wolf Trap Farm Park for the Performing Arts, the National Symphony, and Arena Stage. In addition, Washington, D.C. hosts many international artists and performing arts groups. This environment provides an excellent climate for the nurturing of the creative spirit.

Teaching Certification

Students interested in teacher certification in theatre and dance may take a 36-credit hour second major in secondary education or combine their degree with the M.A.T. degree with a concentration in secondary education. For information on admission and program requirements, see the School of Education teacher preparation programs.

B.A. in Arts and Cultural Management

Note: No new students will be admitted to this program for the 2001–2002 academic year.

B.A. in Music

The music program is fully accredited by the National Association of Schools of Music.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 54 credit hours with grades of C or better; 3 credits may be waived (see Course Requirements, below)
- Students who wish to study abroad must receive prior university approval, as well as approval from their advisor, in order to ensure that appropriate courses will transfer and that scholarships and financial aid will apply.

Course Requirements

- MUS-122 Private Instrumental or Vocal Study (2) (four semesters for a total of 8 credits)
- PERF-120 Music Fundamentals (3) (may be waived for majors with equivalent music experience)
- PERF-124 Harmony I (3)
- PERF-125 Harmony II (3)
- PERF-227 Musicianship I (3)
- PERF-228 Musicianship II (3)
- PERF-322 Music History I (3)
- PERF-323 Music History II (3)
- PERF-324 Form and Analysis (3)
- PERF-325 Counterpoint (3)
- PERF-445 Senior Capstone: Music (3)
- Four semesters from the following:
 - PERF-142 Concert Choir (1)
 - PERF-143 University Singers (2)
 - PERF-144 University Orchestra (1)
 - PERF-545 Chamber Ensembles (1) (no more than two semesters)

Area of Concentration (12 credit hours)

- A minimum of 12 credit hours in an area of concentration. Students may select from the following or design an individual area of concentration. All area of concentration courses must be approved by the academic advisor.

Arts Management

ACCT-240 Principles of Financial Accounting (3)
 ECON-100/ECON-100G Macroeconomics 4:1 (3)
 ECON-200/ECON-200G Microeconomics 4:2 (3)
 MKTG-300 Principles of Management (3)
 PERF-570 Survey of Arts Management (3)

Composition

ATEC-101 Fundamentals of Audio Technology (3)
 ATEC-310 Sound Synthesis (3)
 PERF-331 Music Technology I (3)
 PERF-332 Music Technology II (3)

Senior full recital of original compositions

Note: Students choosing the composition concentration must enroll in MUS-122 Private Instrumental or Vocal Study: Composition (2) for six semesters and two additional semesters of applied music (MUS-xxx)

Performance

LIT-245/LIT-245G The Experience of Poetry 1:2 (3)
 PERF-251 Fundamental of Acting I (3)
 German, Italian or French language courses (or other language courses as approved by the student's advisor)
 Senior full recital

Note: Students choosing the performance concentration must enroll in an applied music (MUS-xxx) course each semester

Music History and Literature

HIST-100/HIST-100G Historians and the Living Past 2:1 (3)
 HIST-235/HIST-235G The West in Crisis 2:2 (3) *or*
 other approved history (HIST-xxx) or anthropology (ANTH-xxx) courses

PERF-491 Performing Arts: Internship (1-6)

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. Student should consult their major advisor for departmental options. See the section on the University Honors Program for further details.

B.A. in Performing Arts: Music Theatre**Admission to the Program**

Formal admission to the major requires demonstrated talent through an audition and interview arranged with the department, preferably prior to beginning university studies. However, a student may enter as an intended major and audition/interview during the first year. Students will be accepted based on programmatic approval and written declaration of major.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 48 credit hours with grades of C or better
 Students who wish to study abroad must receive prior university approval, as well as approval from their advisor, in order to ensure that appropriate courses will transfer and that scholarships and financial aid will apply.
- Participation in a minimum of four department productions and management (as stage manager or assistant stage manager) of one of these productions before graduation

Course Requirements

- PERF-127 Musicianship I (3) *and*
 PERF-128 Musicianship II (3)
or
 PERF-124 Harmony I (3) *and* PERF-125 Harmony II (3)
- PERF-251 Fundamentals of Acting I (3)
- PERF-252 Fundamentals of Acting II (3)
- PERF-265 Theatre Practicum:
 Scene (1) *or* Costume (1)
 Stage Management (1)
- PERF-340 From Scene into Song (3)
- PERF-342 Vocal Techniques for Music Theatre (3)
- PERF-346 Survey of Music Theatre (3)
- PERF-445 Senior Capstone: Music Theatre (3)
- PERF-556 Acting V: Audition Techniques (3)
- One course from the following:
 PERF-350 Fundamentals of Acting III (3)
 PERF-355 Speech and Voice (3)
 PERF-450 Rotating Topics in Theatre (3)
 PERF-555 Acting IV: From Stage to Screen (3)
- One course from the following:
 PERF-306 History and Philosophy of Dance: 20th Century (3)
 PERF-322 History of Music I: from Antiquity to 1700 (3)
 PERF-323 History of Music II: from 1700 to Present (3)
 PERF-365 Theatre History I: from the Greeks to the Renaissance (3)
 PERF-366 Theatre History II: from Baroque to the End of the Nineteenth Century (3)
 PERF-367 Theatre History III: Twentieth Century (3)

- 9 credit hours of dance technique courses, to be determined by audition placement, including PERF-450 Rotating Topics in Theatre: Styles of Musical Theatre Dance
- 4 credit hours of applied music (MUS-xxx): voice

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. Student should consult their major advisor for departmental options. See the section on the University Honors Program for further details.

B.A. in Performing Arts: Theatre

Admission to the Program

Formal admission to the major requires demonstrated talent through an audition and interview arranged with the department, preferably prior to beginning university studies. However, a student may enter as an intended major and audition/interview during the first year. Students will be accepted based on programmatic approval and written declaration of major.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Tracks

Performance, Technical, and Arts Management

Major Requirements

- 47 credit hours with grades of C or better
- Students who wish to study abroad must receive prior university approval, as well as approval from their advisor, in order to ensure that appropriate courses will transfer and that scholarships and financial aid will apply.
- Participation in a minimum of four department productions in either a performance or technical capacity. One of these must be done as stage manager or assistant stage manager.

Course Requirements

Core (26 credit hours)

- PERF-115/PERF-115G Theatre: Principles, Plays, and Performance I: I (3)
- PERF-181 Stage Make-up (1)
- PERF-251 Fundamentals of Acting I (3)
- PERF-260 Principles of Production I (4)

- PERF-265 Theatre Practicum (1) three of the following: Costume, Scene/Lighting, Public Relations, Stage Management
 - PERF-365 Theatre History I: from the Greeks to the Renaissance (3)
 - One of the following:
 - PERF-366 Theatre History II: from Baroque to the End of the Nineteenth Century (3)
 - PERF-367 Theatre History III: Twentieth Century (3)
 - PERF-445 Senior Capstone: Theatre (3)
 - PERF-552 Directing Techniques (3)
- One of the following tracks:

Performance Track (21 credit hours)

- PERF-252 Fundamentals of Acting II (3)
- PERF-350 Fundamentals of Acting III (3)
- PERF-355 Speech and Voice (3)
- PERF-555 Acting IV: From Stage to Screen (3)
- PERF-556 Acting V: Audition Techniques (3)
- 3 credit hours from the following:
 - PERF-340 From Scene into Song (3)
 - PERF-346 Survey of Music Theatre (3)
 - PERF-362 Lighting Design (3)
 - PERF-364 Basics of Scene and Costume Design (3)
- 3 credit hours from the following:
 - PERF-450 Rotating Topics in Theatre (3)
 - PERF-557 Creative Writers Performance Lab (3)
 - PERF-491 Performing Arts: Internship (3)

Technical Track (21 credit hours)

- PERF-355 Speech and Voice (3)
- PERF-557 Creative Writers Performance Lab (3)
- PERF-362 Lighting Design (3)
- PERF-364 Basics of Scene and Costume Design (3)
- PERF-440 Stage Management (3)
- PERF-490 Independent Study Project (3)
- PERF-491 Performing Arts Internship (3)

Arts Management Track (21 credit hours)

- ACCT-240 Principles of Financial Accounting (3)
- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- PERF-389 Arts Management in the Non-Profit Sector (3)
- PERF-570 Survey of Arts Management (3)
- 3 credit hours from the following:
 - PERF-362 Lighting Design (3)
 - PERF-364 Basics of Scene and Costume Design (3)
- 6 credit hours from the following:
 - PERF-252 Fundamentals of Acting II (3)
 - PERF-440 Stage Management (3)
 - PERF-450 Rotating Topics in Theatre (3)
 - PERF-490 Independent Study Project in Performing Arts (3)
 - PERF-491 Performing Arts: Internship (3)
 - PERF-557 Creative Writers Performance Lab (3)
 - PERF-585 Creative Theories and Criticisms of Performing Arts (3)

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. Student should consult their major advisor for departmental options. See the section on the University Honors Program for further details.

Minor in Dance

- 24 credit hours with grades of C or better with at least 12 credit hours unique to the minor

Course Requirements

- PERF-305 History and Philosophy of Dance I: 15th–19th Centuries (3) *or* PERF-306 History and Philosophy of Dance II: 20th Century (3)
- PERF-411 Composition of Dance I (3) *or* PERF-412 Composition of Dance II (3)
- PERF-506 The Moving Body (3)
- PERF-507 Principles of Movement (3)
- 12 credit hours in dance electives

Note: Students intending to pursue the minor must be assigned a departmental advisor. Students must achieve some proficiency in dance performance. Required levels of proficiency are decided individually in conference with the director of the dance program, and take into account the student's interests, background, and abilities in dance.

Minor in Music

- 21 credit hours with grades of C or better with at least 12 credit hours unique to the minor

Course Requirements

- **Performance**
- PERF-124 Harmony I (3) *and* PERF-125 Harmony II (3) *or* PERF-227 Musicianship I (3) *and* PERF-228 Musicianship II (3)
- PERF-322 History of Music I: from Antiquity to 1700 (3) *or* PERF-323 History of Music II: from 1700 to the Present (3)
- Three semesters of MUS-122 Private Study (2) for a total of 6 credit hours
- 6 credit hours in music electives at the 300 level or above
- **Theory/History**
- PERF-124 Harmony I (3) *and* PERF-125 Harmony II (3) *or* PERF-227 Musicianship I (3) *and* PERF-228 Musicianship II (3)
- PERF-322 History of Music I: from Antiquity to 1700 (3) *or* PERF-323 History of Music II: from 1700 to the Present (3)
- 12 credit hours of music electives at the 300 level or above

Minor in Theatre

- 22 credit hours with grades of C or better with at least 12 credit hours unique to the minor

Course Requirements

- PERF-115/PERF-115G Theatre: Principles, Plays, and Performance 1:1 (3)
- PERF-251 Fundamentals of Acting I (3)
- PERF-260 Principles of Production I (4)
- PERF-450 Rotating Topics in Theatre (3) *or* PERF-557 Creative Writers' Performance Laboratory (3)
- One of the following: PERF-362 Lighting Design (3) PERF-364 Basics of Scene and Costume Design (3)
- One of the following: PERF-350 Fundamentals of Acting III (3) PERF-355 Speech and Voice for the Theatre (3) PERF-450 Rotating Topics in Theatre (3) PERF-555 Acting IV: From Stage to Screen (3)
- One of the following: PERF-220/PERF-220G Reflections of American Society on Stage and Screen 1:2 (3) PERF-365 Theatre History I: from the Greeks to the Renaissance (3) PERF-366 Theatre History II: from Baroque to the End of the Nineteenth Century (3) PERF-367 Theatre History III: Twentieth Century (3)

Note: Students intending to pursue the minor must be assigned a departmental advisor.

M.A. in Performing Arts: Arts Management

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must have completed nine or more undergraduate courses in theatre, dance, music, or visual arts, one-third of which must be advanced work or its equivalent. Equivalent training is understood to be four or more years' experience in a professional company or organization. Students entering the program with this background will be asked for an interview. Two letters of recommendation are required. Provisional admission may be granted and is removed at the completion of 12 credit hours of work with a minimum grade point average of 3.00 (on a 4.00 scale).

Degree and Major Requirements

- 45 credit hours of approved graduate work
- Advancement to candidacy on completing 12 to 18 credit hours with a grade point average of 3.00 or higher (on a 4.00 scale), removing any undergraduate deficiencies, and with the written recommendation of the student's faculty advisor
- A four-hour comprehensive examination covering three areas: arts management, and two areas of specialization

- A thesis written in conjunction with PERF-797 Master's Thesis Seminar (3–6) *or*
Non-thesis option in conjunction with PERF-798 Non-thesis Option Seminar

Course Requirements

- PERF-570 Survey of Arts Management (3)
- PERF-571 Promotion and Public Relations for Performing Arts (3)
- PERF-672 Rotating Topics in Arts Management (3)
- PERF-673 Fund Raising Management for the Arts (3)
- PERF-585 Creative Theories and Criticism in Performing Arts (3)
- PERF-691 Performing Arts: Internship (6) *or*
PERF-692 Cooperative Education Field Experience (1-6)
- Two electives in nonmanagerial arts-related topics
- Thesis or non-thesis option requirement
- The remainder from courses in business administration, communication, public relations, or public administration

M.A. in Performing Arts: Dance

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must have completed eight to ten courses or the equivalent in undergraduate dance, theatre, or music, half of which must be in dance. Equivalent training is understood to be four to six years' experience in a professional company or organization. Students entering the program with this background will be asked for an interview, at which time any deficiencies will be determined. Two letters of recommendation are required. Provisional admission may be granted and is removed at the completion of 12 credit hours of work in the department with a grade point average of 3.00.

Degree and Major Requirements

- 36 credit hours of approved graduate work
Courses are based on the student's chosen area of focus and are selected in consultation with an advisor.
Students are urged to structure their degree programs so as to develop individual talent and may do so in close counsel with their advisors.
- Advancement to candidacy on completing 12 to 18 credit hours with a grade point average of 3.00 or higher (on a 4.00 scale), removing any undergraduate deficiencies, and with the written recommendation of the student's faculty advisor.
- A four-hour comprehensive examination covering three areas determined by the student and advisor.
- Thesis option: PERF-797 Master's Thesis Seminar and a written research project in the field of history, criticism, performance and choreographic theory, methods of teaching, body knowledge, or related areas approved by the advisor, committee, and the department graduate studies committee before work begins.

Nonthesis option: PERF-798 Nonthesis Option Seminar which may include a performance in the area of the student's specialization, e.g., choreography or dance performance approved by the advisor, committee, and the department graduate studies committee before work begins. The completed project includes a written production book.

Graduate Certificate in Arts Management

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must have completed nine or more courses in theatre, dance, music, or visual arts, one third of which should be advanced work or equivalent training. Equivalent training is four or more years' experience in a professional organization. Students are encouraged to schedule a personal interview with the program director.

Certificate Requirements

- 15 credit hours of approved graduate study

Course Requirements

- PERF-570 Survey of Arts Management (3)
- PERF-571 Promotion and Public Relations for Performing Arts (3)
- PERF-672 Rotating Topics in Arts Management (3) (two rotating topics, for a total of 6 credit hours, must be taken to satisfy this requirement.)
- PERF-673 Fund-Raising Management for the Arts (3) *or*
PERF-585 Creative Theories and Criticism in Performing Arts (3)

Graduate Certificate in Dance

Admission to the Program

Applicants should meet the minimum university requirements for graduate study. Students are encouraged to schedule a personal interview with the program director.

Certificate Requirements

- 15 credit hours of approved graduate study

Course Requirements

- Five courses from the following:
PERF-506 The Moving Body (3)
PERF-507 Principles of Movement (3)
PERF-596 Selected Topics with permission of the student's advisor (3)
PERF-602 Modern Dance III (3)
PERF-604 Advanced Ballet (3)
PERF-605 History and Philosophy of Dance I: 15th–19th Centuries (3)
PERF-606 History and Philosophy of Dance II: 20th Century (3)
PERF-610 Workshop in Dance Production (3)
PERF-611 Composition of Dance I (3)
PERF-612 Composition of Dance II (3)

Graduate Certificate in Dance and Health Fitness Management

This certificate is designed to create a bridge between the many aspects of the fitness/health sciences and dance fields for those seeking to enhance career opportunities and overall mind-body knowledge.

Certificate Requirements

- 15 credit hours of approved graduate study

Course Requirements

- HFTT-790 Critical Issues in Health Fitness Management (3)
- PERF-506 The Moving Body (3)
- PERF-507 Principles of Movement (3)
- 6 credit hours from the following:
 - HFTT-610 Applied Human Physiology I (3)
 - HFTT-618 Strategic Planning in Health Fitness (3)
 - HFTT-640 Nutrition for Health Fitness (3)
 - PERF-605 History and Philosophy of Dance I: 15th–19th Centuries (3)
 - PERF-606 History and Philosophy of Dance II: 20th Century (3)
 - PERF-611 Dance Composition (3)

Philosophy and Religion

Chair Amy Oliver

Full-Time Faculty

William Fraser McDowell Professor J.H. Reiman

Professor Emeritus H.A. Durfee, C.D. Hardwick, C.S.J. White

Professor G. Greenberg

Associate Professor Emeritus P.H. Scribner

Associate Professor L.J. Peach, D.F.T. Rodier

Assistant Professor E. Feder, J. Park, A. Tschemplik

Philosophy can be the avenue to develop skills in clear thinking and accurate writing. It offers the challenge of interpreting the work of the individuals who have created our intellectual traditions. Philosophy probes the nature of the real world, the basis of human values, and the foundations of reason. Students at American University approach these issues through study of both historical literature and contemporary developments.

Graduates of our undergraduate program pursue graduate work not only in philosophy but in such related areas as history and literature. Many positions in science and industry require the kinds of analytical skills gained through the study of philosophy. Philosophy teaches precision in reasoning and clarity in expression—assets in any field. The study of philosophy provides preparation for law, medicine, social work, the ministry, and other professional careers. The Consortium of Universities of the Washington Metropolitan Area also offers a wide variety of courses in philosophy that may be available to American University students.

The study of Western and Eastern religious traditions introduces students to a major influence on all civilizations. Journalists, diplomats, and government specialists benefit from a serious consideration of the inner workings of the religious ethos of civilizations. Daily events remind us that there is no more motivating factor in the cultures of nations than ardently held religious belief. A thorough understanding of the modern world requires familiarity with its religious heritage.

American University's Washington, D.C. setting is advantageous for the study of religion. Christian and Jewish groups

maintain national offices in the capital; representatives of non-Western religions have shrines in the metropolitan area.

The Department of Philosophy and Religion annually awards the Col. Harold and Ruth Pearson Prize in Philosophy to a major who has demonstrated excellence in the study of philosophy. The department also annually awards the Donald and Sammy Kane Prize in Religion to a student who has demonstrated excellence in the study of religion.

B.A. in Philosophy

Admission to the Program

Admission is through a formal declaration of major. The department counsels freshmen and new transfer students.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 39 credit hours with grades of C or better

Course Requirements

- 30 credit hours in philosophy and religion, including 9 credit hours in philosophy at the 300 level or above, and up to 9 credit hours in religion
- 9 credit hours in a single department outside of philosophy and religion, including 6 credit hours at the 300 level or above

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. Upper-level

Honors courses for majors in philosophy or religion are given in the Department of Philosophy and Religion as Honors supplements to 300-level courses or above. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Philosophy

- 21 credit hours with grades of C or better with at least 12 credit hours unique to the minor, and at least 9 credit hours at the 300 level or above

Course Requirements

- PHIL-100 Introduction to Logic (3)
- 3 credit hours from the following:
PHIL-105/PHIL-105G Western Philosophy 2:1 (3)
PHIL-300 Ancient and Medieval Philosophy (3)
PHIL-301 Modern Philosophy from Bacon to Hegel (3)
- 15 credit hours in philosophy (or 12 credit hours in philosophy and 3 credit hours in religion)

Minor in Religion

- 21 credit hours with grades of C or better with at least 12 credit hours unique to the minor, and at least 9 credit hours at the 300 level or above

Course Requirements

- 9 credit hours chosen from the following:
RELG-105/RELG-105G Religious Heritage of the West 2:1 (3)
RELG-170 Introduction to the New Testament (3)
RELG-185/RELG-185G Forms of the Sacred: Religions of the East 3:1 (3)
RELG-220/RELG-220G Religious Thought 2:2 (3)
- 12 credit hours in religion (or 9 credit hours in religion and 3 credit hours in philosophy)

Combined B.A. and M.A. in Philosophy

Admission to the Program

Undergraduate philosophy majors should apply for admission to the B.A./M.A. program by the end of the junior year. Admission is open to undergraduates whose grade point average in philosophy and overall is 3.00 (on a 4.00 scale). Applications must be accompanied by two letters of recommendation and a statement of purpose. Students should discuss their interest in the program with members of the faculty before submitting a formal application.

Requirements

- All requirements for the B.A. in Philosophy
 - All requirements for the M.A. in Philosophy
- Students may apply 6 credit hours at or above the 500 level in philosophy to satisfy the requirements for both degrees.

M.A. in Philosophy

Admission to the Program

Applicants must meet the minimum university requirements for graduate study. Admission is based on academic record and two letters of recommendation. The Graduate Record Examination (GRE) General is optional.

Tracks

History of Philosophy and Philosophy and Social Policy

Degree and Major Requirements

- 30–33 credit hours of approved graduate work

History of Philosophy Track

- Advancement to candidacy after successful completion of 12 credit hours of graduate work
- Tool of research: proficiency examination in French or German
- Comprehensive examination requirement: submission of three qualifying papers
- Thesis and oral defense of thesis

Philosophy and Social Policy Track

- 3 credit internship in an appropriate setting followed by a substantial paper analyzing the ethical and social issues arising from the experience. Students employed full-time may request permission to receive credit for prior experience, but the paper is still required.
- Comprehensive examination requirement: submission of three qualifying papers

Course Requirements

History of Philosophy Track (30 credit hours)

- 24 credit hours of approved graduate course work
- PHIL-797 Master's Thesis Seminar (6)

Philosophy and Social Policy Track (33 credit hours)

- PHIL-520 Seminar on Ethical Theory (3)
- PHIL-525 Seminar on Modern Moral Problems (3)
- PHIL-602 Nineteenth Century Philosophy (3)
- PHIL-603 Twentieth Century Philosophy (3)
- PHIL-691 Internship in Philosophy (3)
- 6 credit hours in applied philosophy, with departmental approval
- 6 credit hours in philosophy or religion, with departmental approval
- 6 credit hours in social science or social policy from fields such as economics, sociology, anthropology, government, public administration, and justice, with departmental approval

M.A. in Ethics and Peace

An M.A. in Ethics and Peace is offered by both the Department of Philosophy and Religion and the School of International Service. For information on admission and degree requirements, see the Interdisciplinary Programs chapter.

Physics

Chair Larry Medsker

Full-Time Faculty

Professor Emeritus E.R. Callen, M. Harrison, R.B. Kay, H.R. Reiss, R.A. Segnan, R.V. Waterhouse, J.A. White

Professor R. Berendzen, L. Medsker

Assistant Professor A. Crider, T. Hein, E. Lo, B. Tomassetti

The Department of Physics offers the B.S. in Physics, a minor in physics, and a minor and undergraduate certificate in applied physics.

The department offers courses for both nonmajors and majors that focus on the study of physical phenomena and properties of the universe: gravitation, electricity and magnetism, atomic and nuclear structure, fundamental particles, and the properties of matter.

In our high-technology society, people with undergraduate physics backgrounds are employed in research labs and engineering fields, work in consulting companies, or pursue graduate studies. Physics graduates are in diverse fields such as computer systems analysis and design, fiber-optics telecommunications systems, medical physics, acoustics, environmental science, digital audio and multimedia technology, science education, and science policy.

The department also offers a B.S. and a minor in Audio Technology (see Audio Technology in this chapter).

B.S. in Physics

Admission to the Program

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale) and approval of the department undergraduate advisor.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Tracks

Applied Physics or Computational Physics

Major Requirements

- 51–53 credit hours with grades of C or better

Course Requirements

Core Courses (42 credit hours)

- CSIS-280 Introduction to Computer Science I (4)
- CSIS-281 Introduction to Computer Science II (3)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-223 Calculus III (4)
- MATH-321 Differential Equations (3)
- PHYS-110/PHYS-110G University Physics I 5:1 (4)
- PHYS-210/PHYS-210G University Physics II 5:2 (4)
(PHYS-110 and PHYS-210 may be waived for students with exceptional high school preparation)
- PHYS-330 Classical Mechanics (3)
- PHYS-350 Electricity and Magnetism (3)
- PHYS-370 Modern Physics (3)
- PHYS-540 Experimental Physics (3)

One of the following tracks:

Applied Physics (11 credit hours)

- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- CHEM-410 Biophysical Chemistry I (3)

Computational Physics (9 credit hours)

- CSIS-520 Algorithms and Data Structures (3)
- CSIS-543 Object-Oriented Analysis and Design (3)
- CSIS-544 Object-Oriented Programming (3)

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To fulfill requirements for University Honors in Physics, students may take Honors supplements to satisfy the advanced-level requirements, but are especially encouraged to meet with members of the Physics faculty to discuss independent research projects that could comprise both the advanced-level and capstone experiences. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Applied Physics

- 18 credit hours with grades of C or better with at least 12 credit hours unique to the minor

Course Requirements

- PHYS-100/PHYS-100G Physics for the Modern World 5:1 (3)

or

PHYS-105/PHYS-105G College Physics I 5:1 (4)

or

PHYS-110/PHYS-110G University Physics I 5:1 (4)

- PHYS-200/PHYS-200G Physics for the New Millennium 5:2 (3)
or
PHYS-205/PHYS-205G College Physics II 5:2 (4)
or
PHYS-210/PHYS-210G University Physics II 5:2 (4)
- PHYS-220/PHYS-220G Astronomy 5:2 (3)
or
PHYS-230/PHYS-230G Changing Views of the Universe 5:2 (3)
- PHYS-370 Modern Physics (3)
- 6 credit hours in elective courses at the 300 level or above, including courses outside of physics in relevant areas of technology, society, and policy, as approved by the department.

Minor in Physics

- 24 credit hours with grades of C or better with at least 12 credit hours unique to the minor

Course Requirements

- MATH-221 Calculus I (4) *and*
MATH-222 Calculus II (4)
or
MATH-211 Applied Calculus I (4) *and*
MATH-212 Applied Calculus II (3)
- PHYS-105/PHYS-105G College Physics I 5:1 (4)
or
PHYS-110/PHYS-110G University Physics I 5:1 (4)
- PHYS-205/PHYS-205G College Physics II 5:2 (4)
or
PHYS-210/PHYS-210G University Physics II 5:2 (4)
- PHYS-370 Modern Physics (3)
- PHYS-330 Classical Mechanics (3)
- PHYS-350 Electricity and Magnetism (3)

Undergraduate Certificate in Applied Physics

Admission to the Program

The program is open to both degree and nondegree students; students may apply credits earned for the certificate toward an undergraduate degree program.

Certificate Requirements

- 18 credit hours with grades of C or better including at least 9 credit hours at the 300 level or above.

Course Requirements

- PHYS-100/PHYS-100G Physics for the Modern World 5:1 (3) *and*
PHYS-200/PHYS-200G Physics for the New Millennium 5:2 (3)
or
PHYS-105/PHYS-105G College Physics I 5:1 (4) *and*
PHYS-205/PHYS-205G College Physics II 5:2 (4)
or
PHYS-110/PHYS-110G University Physics I 5:1 (4) *and*
PHYS-210/PHYS-210G University Physics II 5:2 (4)
- PHYS-370 Modern Physics (3)
- 9 credit hours in elective courses, at least two of which must be at the 300 level or above, including courses outside of physics in relevant areas of technology, society, and policy, as approved by the department.

Combined B.S. in Physics and M.S. in Computer Science

Knowledge of physics and computing techniques can enhance careers in a variety of fields. Computing is an integral part of physicists' work, and a knowledge of physics gives computing professionals an advantage in today's technology and applications environment. A full-time student can complete this program and receive a B.S. in Physics and a M.S. in Computer Science in five years.

Admission to the Program

Admission is open to undergraduate physics majors with a minimum grade point average of 3.00 (on a 4.00 scale). Applications must be accompanied by two letters of recommendation and a statement of purpose.

Requirements

- All requirements for the B.S. in Physics
 - All requirements for the M.S. in Computer Science
- Students may apply 6 credit hours of approved course work at the 500 level to satisfy the requirements of both degrees.

Preprofessional Programs

Pre-engineering

Faculty Liaison Anita La Salle, Department of Computer Science and Information Systems

American University offers a cooperative five-year engineering program with the University of Maryland in College Park. American University students can combine the advantages of both liberal arts and professional education. Students are awarded two bachelor's degrees in a five-year period.

Students spend three years on the American University campus concentrating in a major field in the College of Arts and Sciences. In the third year, with recommendation of a pre-engineering advisor, students apply to the engineering program at the University of Maryland. After admission to the program, the fourth year of study is spent there. Once the student completes the requirements for the American University major (generally at the end of the fourth year), the first bachelor's degree is awarded. After completion of the engineering requirements during the fifth year, the student receives a bachelor's degree in engineering from the University of Maryland.

Students work closely with a faculty advisor in one of the natural science departments, the Department of Mathematics and Statistics, the Department of Computer Science and Information Systems, or the office of the Associate Dean for Academic Affairs. Advisors will individually tailor course selection to meet the student's interests and needs. Students are generally advised to major in either mathematics or natural science, and to maintain a high grade point average. If, however, the student chooses to complete a major in the arts, humanities, or social sciences, he or she may do so, provided that the engineering program requirements are also satisfied. Completion of basic courses must be done during the first three years of study in order to complete the requirements for an engineering degree in five years. Courses with grades below C will not transfer to the cooperating schools.

Course Requirements

The engineering program at the University of Maryland has basic requirements covering a broad range of study, which must be completed before entrance:

- Two courses in English composition
- Two or three years of mathematics, including calculus and differential equations
- Two years of general physics with laboratory and more in-depth study in mechanics and in electromagnetism or thermodynamics
- One year of general chemistry with laboratory; for chemical engineering, a two-course sequence in organic chemistry
- One course in computer programming
- Five courses in the humanities and the social sciences

Prelaw

Prelaw Advisors

Douglas Vibert, College of Arts and Sciences
 Arthur Harris, Kogod School of Business
 Merry Mendelson, School of Communication
 Suzanne Skillings, School of International Service
 Linda Spicer, School of Public Affairs

In considering law school, it is important that the prelaw student understand law schools' educational philosophy. As the *Law School Admission Bulletin* states: "Any course, regardless of field, that helps you develop clear and systematic thinking, command of the English language, and a broad understanding of our society constitutes sound preparation for the study of law. Thus, law schools do not recommend specific undergraduate majors for prelaw students." The prelaw student should also realize that admission to law school is selective. Students contemplating careers in law should plan their undergraduate study to undertake a substantial academic curriculum and acquire a background of outstanding extracurricular activities.

Students interested in prelaw preparation follow the normal procedure for declaring and fulfilling requirements for a major in one of the schools or departments or in gaining approval for an interdisciplinary program of study. Whatever the choice of major, the prelaw student's program should be supported by a broad selection of courses from mathematics, the natural sciences, the social sciences, and the humanities.

Courses recommended by law schools also include philosophy, literature and advanced writing courses, history, political science, accounting, business administration, economics, mathematics, languages, and other courses demanding logical thinking, analytical reasoning, or verbal proficiency.

The Law School Admission Test (LSAT) is required of every applicant to law school. It is strongly recommended that this test be taken in June before the senior year. With this test date, students can appraise their prospects and consider retaking the examination in October or December or both, or, if necessary, make alternate plans. Students apply directly to the Law School Admissions Service (LSAS) to take the test on the American University campus and should register six weeks before the test date. LSAT applications are available from the prelaw advisors.

The *Pre-Law Handbook*, published by the Law School Admissions Service, is helpful in describing law schools and their requirements. This handbook is available in the offices of the prelaw advisors and in the American University campus book store. Also available from the prelaw advisors is the *Pre-Law Guide: Questions and Answers*, which discusses the preparation for law school, the mechanics of applying, and the law school experience itself.

Premedical Programs

Program Coordinator Frederick W. Carson,
Department of Chemistry, fcarson@american.edu
www.american.edu/cas/premed.html

The premedical programs of the College of Arts and Sciences are available to help all undergraduate, postbaccalaureate, and graduate students who are considering a career in medicine or one of the allied health professions.

Premedical program services include extensive individual advising on careers, courses, volunteer and research opportunities, professional school examinations, selection of schools, and financial aid. The program also provides seminars by health professionals, resume preparation and essay writing assistance, medical school interview preparation, preparation of a composite letter of evaluation, and support in compiling and sending letters of recommendation to professional schools.

The annual Health Profession Seminar features first-hand advice from quests and former American University students who have gone on to health professional schools.

The annual Health Careers Forum brings together health professionals, admissions officers, and career counselors who provide an overview of assistance available to students as well as opportunities and highlights of the admissions process for allopathic and osteopathic medical, dental, and veterinary schools, and physician assistant, nurse practitioner, physical therapy, podiatry, optometry, public health, and other allied health programs.

Students from American University applying to medical, dental, or veterinary school have been highly competitive. In the last six years, over 80 percent of qualified applicants have been accepted by medical schools.

Advising Services

Students interested in the health professions should contact the premedical programs coordinator soon as possible. The coordinator helps students select an appropriate curriculum, prepare for the relevant admissions tests, make realistic choices for professional schools, and learn first-hand about biomedical research and clinical practice. The coordinator is available to meet with students individually at least once a semester to review their academic progress and course of study at American University. Together with students' academic advisors, the coordinator helps assure timely completion of both degree and premedical requirements.

Typically, at the end of their junior year premedical students submit a primary application to the American Medical Colleges Application Service, which forwards this general application to specified schools. Medical schools will then send individual applications to selected students.

In order to prepare professional-school applications, each student assembles a file containing essential information. Members of the Premedical Evaluation Committee serve as mentors for students. The Writing Center and the Career Center can provide advice about writing personal statements and

other documents and interview practice. After the file, including letters of recommendation, is assembled, a comprehensive Premedical Evaluation Committee letter of evaluation will be prepared to support the application. Included in the letter is a summary of the academic record and extracurricular activities, and an evaluation of commitment to a medical career.

Premedical Curriculum

Traditionally, premedical students have majored in the natural sciences. However, the medical professions are also seeking well-rounded students with a broadly-based liberal education, reflecting the social, ethical, and cultural roles played by health care professionals. Students interested in medical careers may major in any field, but must make careful plans to take the necessary preparatory courses in a timely fashion.

Most health professional schools require certain foundation courses in science and mathematics, along with a full year of college-level writing. All science courses must include laboratory components. Undergraduate students who wish to matriculate at a professional school directly after graduation from American University must submit applications at the end of the junior year. Therefore, the basic requirements should be completed in the freshman and sophomore years, following the sequence of courses listed below.

Freshman Year

BIO-110/BIO-110G General Biology I 5:1 (4)
BIO-210/BIO-210G General Biology II 5:2 (4)
CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
MATH-221 Calculus I (4)
MATH-222 Calculus II (4)

Sophomore Year

BIO-300 Cell Biology with Laboratory (4)
BIO-356 Genetics with Laboratory (5)
CHEM-310 Organic Chemistry I (3)
CHEM-312 Organic Chemistry I Laboratory (1)
CHEM-320 Organic Chemistry II (3)
CHEM-322 Organic Chemistry II Laboratory (1)
PHYS-110/PHYS-110G University Physics I 5:1 (4)
PHYS-210/PHYS-210G University Physics II 5:2 (4)

This intensive plan will also prepare students to take the Medical College Application Test (MCAT) in the spring of their junior year.

To receive most favorable consideration, the Medical College Aptitude Test (MCAT) or Dental Aptitude Test (DAT) must be taken in the spring of the junior year, about 16 months before matriculation in medical or dental school. Veterinary schools typically require that the Graduate Record Examination (GRE) or Veterinary College Admissions Test (VCAT) be taken no later than the fall of the senior year.

The above sequence presumes that a student has already decided by the beginning of his or her freshman year to pursue a premedical course of study. Students who do not decide on a medical career until the middle of their undergraduate studies or

later may need to complete their premedical requirements during summers or in a post-baccalaureate year.

Research and Internship Opportunities

The premedical program encourages close interaction with the faculty. Many undergraduates have engaged in independent research projects in biology, chemistry, physics, and experimental psychology which have led to presentation and publication of papers.

Many opportunities for internships, volunteer work, and biomedical research are available. Local hospitals and clinics provide students with clinical experience. At institutions such as the National Institutes of Health and other local laboratories and biotechnology companies, students may gain first-hand basic research experience in biochemistry, immunology, molecular biology, and molecular genetics.

Premedical Achievement Prize

The American University Hassa S. Shanker Premedical Achievement Prize is a \$1,000 cash award presented to the most outstanding undergraduate student intending to apply to a health professional school who has taken at least five science and mathematics courses at American University. Selection is based on academic achievements, leadership qualities and contributions to society or the health professions. Applicants must be planning to apply to medical, dental or veterinary school, or to a program in the health sciences, such as physical therapy.

Postbaccalaureate Premedical Certificate

Certificate Coordinator Frederick W. Carson,
Department of Chemistry, fcarson@american.edu
www.american.edu/cas/postbac.html

Postbaccalaureate work consists of academic study undertaken after earning a bachelor's degree. American University's Postbaccalaureate Premedical Certificate program is designed to strengthen credentials for application to health professional schools of human medicine (M.D. or D.O.), dentistry (D.D.S.), veterinary medicine (D.V.M.), podiatry (D.P.M.), optometry (O.D.), and oral surgery (D.M.D.), and to advanced degree programs in the allied health sciences such as public health (M.P.H.) and physician assistant, nurse practitioner, and physical therapy programs leading to the M.S. degree.

This program offers students extensive guidance and assistance in preparing for professional school and a career. With the help of advisors they polish resume and essay-writing skills, prepare for the Medical College Aptitude Test (MCAT) or other admissions examinations, practice medical school interviews, select potential professional schools, and address related financial issues. Through the program, students may also attend seminars by health professionals, identify volunteer opportunities,

and be matched with a mentor. Each emerges with a composite letter of evaluation, held with letters of recommendation in a personal file. The premedical programs coordinator sends these letters to professional schools for students and assists them in meeting all application deadlines.

Admission to the Program

Open to students with a bachelor's degree and a cumulative grade point average of 3.20 (on a 4.00 scale).

Course Requirements

Basic Requirements

The following courses are required for admission to medical school and to many other health professional schools. Once enrolled in the Postbaccalaureate Premedical Certificate program, any of these courses not already completed must be taken at American University.

- BIO-110 General Biology I (4)
- BIO-210 General Biology II (4)
- CHEM-110 General Chemistry I (4)
- CHEM-210 General Chemistry II (4)
- CHEM-310 Organic Chemistry I (3)
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- MATH-221 Calculus I (4)
- PHYS-110 University Physics I (4)
- PHYS-210 University Physics II (4)

Certificate Requirements

A minimum of 24 hours of course work taken in residence at American University, including:

- BIO-300 Cell Biology with Laboratory (4)
- BIO-356 Genetics with Laboratory (5)
- One of the following sets of two courses:
BIO-435 Vertebrate Physiology (5) *and*
BIO-440 Microbiology (4)
or
CHEM-560 Biochemistry I (3) *and*
CHEM-561 Biochemistry II (3)
- 6–9 credit hours from the Basic Requirements list above or the following:
BIO-200 Structure and Function of the Human Body (3)
BIO-541 Cellular Immunology (3)
BIO-550 Developmental Biology (3)
BIO-583 Molecular Biology (3)
MATH-222 Calculus II (4)
STAT-202 Basic Statistics (4)

Psychology

Chair Anthony L. Riley

Full-Time Faculty

Professor Emeritus E.M. McGinnies

Professor J.J. Gray, D.A. Haaga, B.W. McCarthy,
S.R. Parker, A.L. Riley, A.M. Silberberg, B.M. Slotnick,
S.J. Weiss, B.T. Yates

Associate Professor A.H. Ahrens, M. Carter, B.D. Fantie,
F. Z. Peynircioglu, C.S. Weissbrod

Assistant Professor T. K. Elliott

The undergraduate program in the Department of Psychology offers the student an opportunity to appreciate psychology's diversity and its applications. Courses are offered in clinical, social, personality, developmental, behavioral neuroscience, and experimental psychology. Advanced special topics courses in these and related areas are often available. Students may design programs that approach psychology as a social science, a natural science, or a combination of the two. Advanced students have the opportunity to become actively involved in both psychological research and paraprofessional counseling. During their junior and senior years, majors are encouraged to take small, specialized seminars and engage in supervised independent study. Undergraduate majors also have opportunities for internship experience with community mental health agencies and may participate in ongoing research within the department. The program is sufficiently flexible and broad to satisfy career goals and provide a solid background for graduate study.

Students interested in careers such as those in research and teaching, mental health professions, and personnel and industrial psychology will want to choose curriculums suited to their goals. The breadth of the field of psychology and of the department's course offerings make careful planning important. Students should consult their faculty advisors in planning their schedules.

Affiliations

Washington, D.C. Veterans Administration Hospital; Baltimore Veterans Administration Hospital; St. Elizabeth's Hospital; Community Psychiatric Center, Bethesda, MD; Department of Pediatrics, Georgetown University Hospital; Kennedy Institute, Baltimore; Children's Hospital Institute for Behavioral Resources; George Washington University Medical Center; Johns Hopkins University School of Medicine; Veterans Administration Medical Center, Perry Point, MD; Alexandria Community Mental Health Center; Woodburn Center for Community Mental Health; and Department of Psychiatry, Eastern Virginia Medical School.

B.A. in Psychology

Admission to the Program

Formal admission to the major requires departmental approval.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 40 credit hours with grades of C or better and at least 15 credit hours at the 300 level or above

Course Requirements

- PSYC-105/PSYC-105G Psychology: Understanding Human Behavior 4:1 (3)
- PSYC-115/PSYC-115G Psychology as a Natural Science 5:1 (3)
- STAT-202 Basic Statistics (4)
- One course in Bio-Psychology from the following:
PSYC-240/PSYC-240G Drugs and Behavior 5:2 (3)
PSYC-318 Fundamentals of Human Neuropsychology (3)
PSYC-325 Neurobiological Bases of Behavior (3)
PSYC-360 The Evolution of Behavior (3)
- One course in Learning and Cognition from the following:
PSYC-200/PSYC-220G Behavior Principles 5:2 (3)
PSYC-220/PSYC-220G The Senses 5:2 (3)
PSYC-300 Cognitive Psychology (3)
PSYC-370 Learning and Behavior (3)
- Two courses in the Individual, the Situation, and Psychological Health from the following:
PSYC-205/PSYC-205G Social Psychology 4:2 (3)
PSYC-215/PSYC-215G Abnormal Psychology and Society 4:2 (3)
PSYC-230/PSYC-230G Theories of Personality 2:2 (3)
PSYC-333 Health Psychology (3)
PSYC-350 Child Psychology (3)
- Psychology (PSYC-xxx) electives to complete the required 40 hours
Students will be advised concerning the 300-500-level courses available as electives.

Note: No more than a combined total of 6 credit hours of PSYC-390 Independent Reading Course in Psychology, PSYC-392 Cooperative Education Field Experience, PSYC-490

Independent Study Project in Psychology, and PSYC-491 Internship, will apply toward fulfilling major requirements.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Psychology

- 21 credit hours with grades of C or better with at least 12 credit hours unique to the minor, and at least 9 credit hours at the 300 level or above

Course Requirements

- PSYC-105/PSYC-105G Psychology: Understanding Human Behavior 4:1 (3)
- PSYC-115/PSYC-115G Psychology as a Natural Science 5:1 (3)
- 3 credit hours from Bio-Psychology or Learning and Cognition courses (see major requirements above)
- 3 credit hours from the Individual, the Situation, and Psychological Health courses (see major requirements above)
- 9 additional credit hours in psychology (PSYC-xxx) courses

Combined B.A. and M.A. in Psychology

This program enables full-time students to complete both the B.A. and M.A. in Psychology in five years.

Admission to the Program

Students should apply for this program no later than the first semester of the senior year and no earlier than the first semester of the junior year. Students must have a 3.00 grade point average (on a 4.00 scale) in psychology and statistics courses and must have completed at least half of the credit hours required for the B.A. in Psychology. The undergraduate statistics course required for the B.A. must be completed before applying to the M.A. program. Students must submit a completed graduate application form (through the Office of Admissions), Graduate Record Examination (GRE) scores for the General examination (Verbal, Quantitative, and Analytic), two letters of recommendation, and copies of all college transcripts.

Degree and Major Requirements

- All requirements for the B.A. in Psychology
 - All requirements for the M.A. in Psychology
- Students may apply two 500-level courses (up to 6 credit hours) toward meeting the requirements of both degrees.

M.A. in Psychology

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record Examination (GRE) General examination. Admission is based on academic record, test scores, and two letters of recommendation.

Completion of the degree does not necessarily lead to admission to the Ph.D. program; students who wish to be considered for the Ph.D. program must apply. Applicants with a B.A. who wish to obtain a Ph.D. in Psychology from American University should apply directly to the Ph.D. program. If they do not have an M.A., students will earn one as part of the Ph.D. program. See the following description of the Ph.D. program and its clinical and behavioral neuroscience tracks for more information.

Up to 6 credit hours of graduate course work in psychology from another university or up to 12 credit hours of graduate course credit taken at American University may be transferred, provided that these credits were not counted toward another degree. These transfers of credit are subject to approval by the director of the M.A. program.

Tracks

General, Personality/Social, and Experimental/Biological

Degree and Major Requirements

- 33 credit hours of approved graduate work
- Written general comprehensive examination
- Thesis option: The master's thesis involves an original research project. Students must prepare a thesis proposal, collect and analyze data, submit a written thesis, and give an oral defense. The thesis must be accepted by the thesis committee, the department chair, and the university.
- Nonthesis option: available only in the General Psychology track (see course requirements below).

Course Requirements

General Psychology

- Two courses from the following:
 - PSYC-505 Advanced Personality Psychology (3)
 - PSYC-514 Industrial/Organizational Psychology (3)
 - PSYC-533 Cognitive Behavior Therapy (3)
 - PSYC-540 Advanced Social Psychology (3)
 - PSYC-545 Psychology of Sex Similarities and Differences (3)
 - PSYC-551 Psychopathology: Theory and Research (3)
 - PSYC-560 Advanced Child Psychology (3)
 - PSYC-570 Behavioral Medicine (3)
 - PSYC-596 Selected Topics in the Personality/Social area with permission of the student's advisor (3)
 - PSYC-633 Psychological Assessment I (3)
- Two courses from the following:
 - PSYC-501 Physiological Psychology (3)

PSYC-513 Neuropharmacology: The Biochemistry of Behavior (3)

PSYC-518 Advanced Human Neuropsychology (3)

PSYC-530 Conditioning and Learning (3)

PSYC-575 Human Cognition (3)

PSYC-585 Advanced Human Memory (3)

PSYC-597 Topics in Psychology (3)

PSYC-618 Principles of Neuropsychological Assessment (3)

A graduate seminar in experimental psychology or neuroscience (3)

- One graduate statistics course

Nonthesis Option (for General Psychology track only):

- 6 credit hours from the following:

PSYC-550 Psychological Research (3)

PSYC-698 Directed Research (3-6)

- Four graduate elective courses (12 credit hours), of which at least 6 credit hours are from the Department of Psychology (PSYC-xxx).

Thesis Option:

- PSYC-550 Psychological Research (3)

- 6 credit hours from the following:

PSYC-796 Master's Thesis Seminar (3)

PSYC-797 Master's Thesis Research (1-3)

- Three graduate elective courses (9 credit hours), of which at least 6 credit hours are from the Department of Psychology (PSYC-xxx).

Personality/Social Psychology

- Four courses from the following:

PSYC-505 Advanced Personality Psychology (3)

PSYC-514 Industrial/Organizational Psychology (3)

PSYC-533 Cognitive Behavior Therapy (3)

PSYC-540 Advanced Social Psychology (3)

PSYC-545 Psychology of Sex Similarities and Differences (3)

PSYC-551 Psychopathology: Theory and Research (3)

PSYC-560 Advanced Child Psychology (3)

PSYC-570 Behavioral Medicine (3)

PSYC-596 Selected Topics course in the Personality/Social area with permission of the student's advisor (3)

PSYC-633 Psychological Assessment I (3)

A graduate seminar in clinical, personality, or social psychology (3)

- Two courses from the following:

PSYC-501 Physiological Psychology (3)

PSYC-513 Neuropharmacology: The Biochemistry of Behavior (3)

PSYC-518 Advanced Human Neuropsychology (3)

PSYC-530 Conditioning and Learning (3)

PSYC-575 Human Cognition (3)

PSYC-585 Advanced Human Memory (3)

PSYC-597 Topics in Psychology (3)

PSYC-618 Principles of Neuropsychological Assessment (3)

A graduate seminar in experimental psychology or neuroscience (3)

- One graduate statistics course

- PSYC-550 Psychological Research (3)

- One graduate elective

- 6 credit hours from the following:

PSYC-796 Master's Thesis Seminar (3)

PSYC-797 Master's Thesis Research (1-3)

Experimental/Biological Psychology

- Four courses from the following:

PSYC-501 Physiological Psychology (3)

PSYC-513 Neuropharmacology: The Biochemistry of Behavior (3)

PSYC-518 Advanced Human Neuropsychology (3)

PSYC-530 Conditioning and Learning (3)

PSYC-575 Human Cognition (3)

PSYC-585 Advanced Human Memory (3)

PSYC-597 Topics in Psychology (3)

PSYC-618 Principles of Neuropsychological Assessment (3)

PSYC-690 Independent Study Project (3) in a recognized area of experimental/biological psychology

A graduate seminar in experimental psychology or neuroscience

- Two courses from the following:

PSYC-505 Advanced Personality Psychology (3)

PSYC-514 Industrial/Organizational Psychology (3)

PSYC-533 Cognitive Behavior Therapy (3)

PSYC-540 Advanced Social Psychology (3)

PSYC-545 Psychology of Sex Similarities and Differences (3)

PSYC-551 Psychopathology: Theory and Research (3)

PSYC-560 Advanced Child Psychology (3)

PSYC-570 Behavioral Medicine (3)

PSYC-596 Selected Topics course in the Personality/Social area with permission of the student's advisor (3)

PSYC-633 Psychological Assessment I (3)

- One graduate elective

- One graduate statistics course

- PSYC-550 Psychological Research (3)

- 6 credit hours from the following:

PSYC-796 Master's Thesis Seminar (3)

PSYC-797 Master's Thesis Research (1-3)

Ph.D. in Psychology

There are two tracks within the doctoral program, clinical (APA accredited) and behavioral neuroscience. Students who have been admitted to the doctoral program in psychology but do not have an M.A. in psychology that has been accepted by the department must complete the degree requirements for the M.A. in Psychology (thesis option) before they can be awarded the doctorate.

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record Examination (General and Advanced Psychology tests). Admission is based on test scores, previous academic performance, and letters of recommendation. Those applicants to the Clinical Psychology track judged to be among the top 30 or 35 are invited for an interview, and the final selection is based on all information, including the interview. Students are admitted for full-time study only.

Tracks

Clinical Psychology and Behavioral Neuroscience

Degree and Major Requirements

- 72 credit hours of approved graduate work
- Two tools of research are required but do not result in course credit toward the degree. The tool requirement is flexible and can be met in a variety of ways:
 - 1) demonstration of knowledge of a language relevant to the student's career;
 - 2) demonstration of mastery in a computer program language;
 - 3) satisfactory completion of one skill-oriented graduate course offered by another department at American University or by nonpsychology departments of the Consortium universities;
 - 4) participation in one clinical institute which is approximately equal in time and difficulty to a full course; and
 - 5) supervised tool training in other settings when approved by the student's advisor and the department chair.
- Four comprehensive examinations outlined by advisors or other faculty members. These are tasks which involve students in the kinds of activities they will later engage in as professional psychologists. At least one of the four comprehensives must be oral and at least two must be written.
- Dissertation: A written proposal for the dissertation is to be submitted to the dissertation committee by the middle of the second semester of the third year. The original proposal, or a revision thereof, should meet the requirements of the committee by the end of the second semester of the third year. This allows adequate time for completion of a quality dissertation even if initial experimentation turns out to be exploratory in nature. The dissertation must be accepted by the dissertation committee, the department chair, and the university.

- Clinical Psychology track: As part of the doctoral clinical track requirements, clinical students serve a one-year internship in an appropriate setting outside the university.

Course Requirements

Clinical Psychology

- PSYC-502 History and Systems of Psychology (3)
 - PSYC-550 Psychological Research (3)
 - PSYC-551 Psychopathology: Theory and Research (3)
 - PSYC-618 Principles of Neuropsychological Assessment (3) or assessment course approved by the department
 - PSYC-630 Psychotherapy: Theory, Research, and Practice (3)
 - PSYC-633 Psychological Assessment I (3)
 - PSYC-652 Assessment of Intellectual Function and Personality (3)
 - PSYC-680 Experiential Psychotherapy Practicum I (3)
 - PSYC-681 Experiential Psychotherapy Practicum II (3)
 - PSYC-710 Behavior Therapy Practicum (3)
 - PSYC-791 Psychodynamic Psychotherapy Practicum I (3)
 - PSYC-792 Psychodynamic Psychotherapy Practicum II (3)
 - 6 credit hours of statistics
 - 6 credit hours from the following:
 - PSYC-798 Doctoral Dissertation Seminar (3)
 - PSYC-799 Doctoral Dissertation Research (1-9)
 - One course in Biological Bases of Behavior from the following:
 - PSYC-501 Physiological Psychology (3)
 - PSYC-513 Neuropharmacology: The Biochemistry of Behavior (3)
 - PSYC-518 Advanced Human Neuropsychology
 - One course in Cognitive-Affective Bases of Behavior from the following:
 - PSYC-530 Conditioning and Learning (3)
 - PSYC-575 Human Cognition (3)
 - PSYC-585 Advanced Human Memory (3)
 - One course in Individual Bases of Behavior from the following:
 - PSYC-505 Advanced Personality Psychology (3)
 - PSYC-560 Advanced Child Psychology (3)
 - One course in Social Bases of Behavior from the following:
 - PSYC-521 Ethnic and Minority Issues (3)
 - PSYC-540 Advanced Social Psychology (3)
 - PSYC-545 Psychology of Sex Differences (3)
- #### Behavioral Neuroscience
- PSYC-550 Psychological Research (3)
 - 6 credit hours of PSYC-598 Neuroscience Seminar (3)
 - 6 credit hours of statistics
 - At least 6 credit hours from:
 - PSYC-798 Doctoral Dissertation Seminar (3)
 - PSYC-799 Doctoral Dissertation Research (1-9)
 - 18 credit hours from the following:
 - PSYC-501 Physiological Psychology (3)

- PSYC-513 Neuropsychology (3)
- PSYC-518 Advanced Human Neuropsychology (3)
- PSYC-530 Conditioning and Learning (3)
- PSYC-551 Psychopathology: Theory and Research (3)
- PSYC-560 Advanced Child Psychology (3)
- PSYC-575 Human Cognition (3)
- PSYC-585 Advanced Human Memory (3)
- PSYC-618 Principles of Neuropsychological Assessment (3)

Sociology

Chair Bette J. Dickerson

Full-Time Faculty

Professor Emeritus/a L. Clark, B. Kaplan, G. Mueller,
K. Petersen, J.C. Scott, J. Siegenthaler

Professor E. Chow, S. Farsoun, K. Kusterer, R. Stone

Associate Professor B. J. Dickerson, G.A. Young

Assistant Professor G. Blank, W. Buckhorst-Heng,
K. Macharia

Sociology explores how individuals, through their collective actions, create and change patterns of social relations and how, in turn, these social relations influence people's lives. Sociologists focus on three major levels of analysis, from whole societies as component parts of wider systems, to institutions as component sectors of society, to individuals as participants in two-person groups. They also study varied processes of social change, from migration to social mobility, from urbanization to mass communication. Finally, sociologists study a wide variety of themes, from racial and ethnic relations to social problems and political change. This quest for knowledge is both an end in itself and a pathway for informed social change.

The undergraduate program is unique in its emphases on global social change and applied sociology/social policy. Majors take core course sequences in sociological theory and social research and at least one course in each of four groups: Global Inequalities, Global Issues and Social Policy, Changing Institutions, and Regional Studies in Social Change.

The graduate program in the department emphasizes sociological theory; social research (especially quantitative); and substantive areas which include macrosociology, social stratification, gender and family, applied sociology, and race, gender and social justice.

B.A. in Sociology

Admission to the Program

Formal admission to the major requires department approval.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing

Other courses focusing in the neurosciences may be taken with approval of the student's advisor and the Graduate Curriculum Committee.

Special Opportunities

- Special research opportunities in laboratories at the National Institutes of Health and related research institutions are available for students in both experimental and clinical psychology.

- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 43 credit hours with grades of C or better; no more than 13 credit hours may be at the 100 or 200 level

Course Requirements

- STAT-202 Basic Statistics (4)
- SOCY-150/SOCY-150G Global Sociology 4:1 (3)
- SOCY-315 Major Social Theorists (3)
- SOCY-320 Introduction to Social Research (3)
- SOCY-392 Cooperative Education Field Experience (3) or SOCY-491 Internship (3) or equivalent experience approved by the department chair
- 3 credit hours of advanced theory from the following:
SOCY-415 Current Issues in Social Theory (3)
SOCY-515 Models of Societal Development (3)
- 3 credit hours of advanced research methods from the following:
SOCY-423 Social Policy Research (3)
SOCY-525 Social Advocacy and Change (3)
- One course from each of the following groups:

Global Inequalities: Gender, Race, Ethnicity and Class

SOCY-210/SOCY-210G Inequality: Class, Race,
Ethnicity 4:2 (3)

SOCY-235/SOCY-235G Women in the Third
World 3:2 (3)

SOCY-351 Race and Ethnic Conflict: Global Perspectives (3)

SOCY-352 Women, Men and Social Change (3)

SOCY-553 Multiculturalism (3)

SOCY-550 Studies in Stratification (3)

Global Issues and Social Policy

SOCY-285/SOCY-285G Education for International
Development 3:2 (3)

SOCY-350 Social Problems in a Changing World (3)

- SOCY-365 Economic Development and Social Change (3)
- SOCY-387 The Post Industrial Metropolis (3)
- SOCY-389 Society and the Global Environment (3)
- SOCY-580 Social Policy Analysis (3)

Changing Institutions: Comparative Perspectives

- SOCY-205/SOCY-205G The Family 4:2 (3)
- SOCY-220/SOCY-220G Work and Leisure in America 4:2 (3)
- SOCY-370 Power, Politics and Society (3)
- SOCY-570 Gender and Family (3)

Regional Studies in Social Change

- SOCY-100/SOCY-100G American Society 4:1 (3)
- SOCY-110/SOCY-110G Views from the Third World 3:1 (3)
- SOCY-225/SOCY-225G Contemporary Arab World 3:2 (3)
- SOCY-230/SOCY-230G Conflict and Change in Latin America 3:2 (3)
- SOCY-531 Regional Studies in Social Change (3)

- 6 credit hours of Sociology (SOCY-xxx) electives: no more than 3 credit hours at the 100 or 200 level, and at least 3 credit hours at the 500 level.
- SOCY-492 Major Research Seminar (3) (taken during the senior year)

Recommendations

Majors should complete SOCY-150 Global Sociology, STAT-202 Basic Statistics and one course in at least two of the four course groups before the junior year. During the junior year majors should complete SOCY-315 Major Social Theorists, SOCY-320 Introduction to Social Research, the advanced theory course and the advanced methods course. All majors should take SOCY-492 Major Research Seminar during the senior year.

Students emphasizing applied sociology/policy analysis should select SOCY-580 Social Policy Analysis as a required elective and take another course in the Global Issues and Social Policy course group.

Students emphasizing global social change should select SOCY-515 as their advanced theory course. It is also recommended that they demonstrate intermediate level competence in one modern foreign language.

Teaching Certification

Students interested in obtaining teaching credentials for grades 7–12 may take a 36-credit hour second major in secondary education or combine their undergraduate degree with the M.A.T. degree with a concentration in secondary education. For information on admission and program requirements, see the School of Education secondary education programs.

Honor Society

Membership in the American University chapter of Alpha Kappa Delta, the international honor society in Sociology, is open to qualifying majors. The society sponsors lectures and

other activities that involve undergraduates in the professional workings of the discipline.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Sociology

- 21 credit hours with grades of C or better with at least 12 credit hours unique to the minor

Course Requirements

- SOCY-150/SOCY-150G Global Sociology 4:1 (3)
- SOCY-315 Major Social Theorists (3)
- SOCY-320 Introduction to Social Research (3)
- One of the following:
 - SOCY-415 Current Issues in Social Theory (3)
 - SOCY-423 Social Policy Research (3)
 - SOCY-515 Models of Societal Development (3)
 - SOCY-525 Social Advocacy and Change (3)
- One course from three of the four course groups (see course requirements for the major, above); no more than 3 credit hours may be at the 200 level or below.

Combined B.A. and M.A. in Sociology

Admission to the Program

Students should apply for this program in the second semester of the junior year. Students must have an overall 3.00 (on a 4.00 scale) grade point average. Admissions decisions to this combined program follow the same procedures and standards used to evaluate graduate applicants to the M.A. programs.

Students interested in applying to this combined program should consult with their advisor and other faculty members before formal application is begun.

Requirements

- All requirements for the B.A. in Sociology
 - All requirements for either the M.A. in Sociology
- Students may apply 6 credit hours of graduate-level course work in sociology, including STAT-514 Statistical Methods, to satisfy the requirements of both degrees.

M.A. in Sociology

Admission to the Program

Applicants must meet the minimum university requirements for admission to graduate study. A background of social science course work is preferred. Admission to the program is at the discretion of the department's Graduate Committee and is based on academic record and letters of recommendation from two persons able to evaluate the applicant's potential for graduate

study in sociology. Provisional admission may be considered on a case-by-case basis where minimum university requirements are not fully met (see Provisional Standing in the Graduate Study chapter). Although Graduate Record Examination (GRE) test scores are not required for admission, students are strongly encouraged to submit them if they wish to compete for graduate fellowships, assistantships, or study grants.

Degree and Major Requirements

- 30 credit hours of approved graduate work including the research requirement
- Statistics tool of research examination designated by the Department of Sociology, or 3-credit hour graduate-level statistics course with a grade of B or better, as approved by the department
- Two comprehensive examinations: Methods of Social Research and Sociological Theory. Full-time students must take both examinations in August before beginning their second year in the degree program. Part-time students must take one of the two examinations in August before beginning their second year in the degree program and the other in August before beginning their third year of study. A maximum of two attempts on each examination is permitted, one in August and one in the next examination period in the fall semester (late November or early December).

Course Requirements

- SOCY-610 History of Sociological Theory (3)
- SOCY-611 Modern Sociological Theory (3)
- SOCY-620 Social Research I (3)
- SOCY-621 Social Research II (3)
- Two courses (6 credit hours) in one field of concentration from the following: macrosociology, social stratification, applied sociology, gender and family, or international training and education

- Research requirement (6 credit hours):
SOCY-795 Master's Thesis Independent Study (1-6)

or
SOCY-795 Master's Research: Independent Study in Sociology (3) Completion of a substantial research report on a topic related to the field of concentration under the guidance of a professor of the student's choice.

Advanced courses in research methods, an advanced seminar in the student's field of concentration, or an independent study course in the field of concentration (3)

- 6 credit hours of electives as approved by the student's advisor

M.A. in Sociology: International Training and Education

Admission to the Program

In addition to meeting university requirements for graduate study, preference is given to applicants who have a minimum of six months intercultural experience. Applicants who wish to be considered for merit awards must submit Graduate Record

Examination (GRE) scores. Foreign applicants must also submit TOEFL scores. Applicants in foreign countries who are unable to take the GREs and want to be considered for merit awards should contact the Department of Sociology prior to applying for admission to make alternative arrangements. Provisional admission may be considered on a case-by-case basis where minimum university requirements are not fully met.

Degree and Major Requirements

- 36 credit hours of approved graduate work including 6 credit hours of research, internship or advanced course work
- One written comprehensive examination; consult program advisor for details

Course Requirements

Core (15 credit hours)

Development Training and Education

- SIS-637 International Development (3)
- SOCY-642 Training Program Design (3)
- SOCY-648 Education and Development: Sector Analysis (3)
- SOCY-649 Nonformal Education and Development (3)
- SOCY-685 Proseminar: International Training and Education (3)

Global and Intercultural Education

- SIS-642 Cross-Cultural Communication (3)
- SOCY-642 Training Program Design (3) or
EDU-583 Curriculum Construction and Program Design (3)
- SOCY-645 Global and Multicultural Education (3)
- SOCY-648 Education and Development: Sector Analysis (3)
- SOCY-685 Proseminar: International Training and Education (3)

Area of Concentration (15 credit hours)

- A group of elective courses drawn from a list of recommended courses or approved by an advisor

Research Requirement (6 credit hours)

- STAT-514 Statistical Methods (3) and
SOCY-580 Social Policy Analysis (3)
- or
SOCY-620 Social Research I (3) and
SOCY-622 Selected Topics in Social Research Skills (1)
(three sections)

- or
SOCY-691 Internship (6)

or

Two courses at the 600 level or above, including internship courses with the advisor's approval

Ph.D. in Sociology

Admission to the Program

Applicants must meet the minimum university requirements for admission to graduate study. A background of social science course work is preferred. Admission to the program is at the discretion of the department's Graduate Committee and is based on academic record and letters of recommendation from two persons able to evaluate the applicant's potential for graduate study in sociology. Provisional admission may be considered on a case-by-case basis where minimum university requirements are not fully met (see Provisional Standing in the Graduate Study chapter). Although Graduate Record Examination (GRE) test scores are not required for admission, students are strongly encouraged to submit them if they wish to compete for graduate fellowships, assistantships, or study grants.

Note: The award of an M.A. degree from this department does not automatically qualify a student for acceptance into the doctoral program.

Students admitted to a master's degree program in sociology may petition for admission to the Ph.D. program prior to completion of M.A. degree requirements. This requires completion of the M.A. comprehensive examinations with a grade of fully satisfactory or distinction, a grade point average of higher than 3.00 (on a 4.00 scale) in courses completed as M.A. candidates and letters of recommendation from two faculty members.

Degree and Major Requirements

- 72 hours of approved graduate work:

Normally these 72 hours consist of 60 hours of course work and 12 hours of directed study on the dissertation. Students entering the Ph.D. program with M.A. degrees earned elsewhere must complete at least 42 of these hours in residence at American University, including at least 30 credit hours of graduate course work and at least 6 credit hours of dissertation research.

- Tool of research: proficiency in a language approved by the department and in statistics for social research. A grade of B or better is required in statistics courses (STAT-514 or higher) taken to satisfy the statistics tool requirement.
- Four comprehensive examinations: Sociological theory, and methods of social research

Sociology concentration: one each in two other fields, at least one of the two must be oral

Race, gender, and social justice concentration: one general written exam in Race, Gender, and Social Justice and one oral exam in a special area of race, gender, and social justice

Full-time students must take the comprehensive examinations in sociological theory and methods of social research in August before beginning their second year in the degree program. Part-time students must take one of the two examinations in August before beginning their second year in the degree program and the other before beginning their third year of study. A maximum of three attempts on these examinations is permitted to doctoral students who enter the

program with previous graduate work in sociological theory or methods of social research, otherwise, a maximum of two attempts is permitted.

The comprehensive examination requirement in theory and methods of social research is waived for students who have completed the M.A. comprehensive examination requirement with a grade of fully satisfactory or distinction no more than three years before admission to the Ph.D. program.

- All candidates must submit a dissertation proposal for approval by the candidate's dissertation committee, consisting of at least three and no more than five members, and must also submit the completed dissertation to the committee for approval. At least two members of the committee must be full-time faculty members of the Department of Sociology. Before taking the oral examination, the candidate must have completed all other requirements for the doctoral degree.

Dissertation committees for students in the race, gender, and social justice concentration must be chaired by a member of the Department of Sociology faculty. Usually one member of the dissertation committee is from the Department of Sociology faculty and the other from another discipline. Students may request approval for two members of the committee to be from the other discipline.

- Dissertation and oral examination of the dissertation in which the candidate may be questioned over the general field of the research done.

Course Requirements

- SOCY-610 History of Sociological Theory (3)
- SOCY-611 Modern Sociological Theory (3)
- SOCY-620 Social Research I (3)
- SOCY-621 Social Research II (3)
- SOCY-622 Selected Topics in Social Research Skills (1) (three sections)
- SOCY-720 Research Seminar in Sociology (3)
- SOCY-799 Doctoral Dissertation Independent Study (6-12)
- Electives as approved by student's advisor

Concentration in Sociology

- 6-9 credit hours from each of two of the following fields: macrosociology, social stratification, gender and family, applied sociology, and international training and education. Other fields may be used to fulfill this requirement with departmental approval.

Concentration in Race, Gender, and Social Justice

- 9 credit hours from the following:
 - SOCY-525 Social Advocacy and Social Change (3)
 - SOCY-553 Multiculturalism (3)
 - SOCY-550 Stratification: Socioeconomic Inequality (3)
 - SOCY-570 Sociology of Gender and Family (3)
 - SOCY-650 Stratification: Race and Ethnicity (3)
 - SOCY-670 Gender, Family and Work (3)

- 6 credits from the following:
 ANTH-535 Ethnicity and Nationalism (3)
 ANTH-550 Ethnographic Field Methods (3)
 ANTH-632 Contemporary Theory: Culture, Power, History (3)
 ANTH-637 Discourse, Narrative, and Text (3)
 ANTH-691 Internship in Anthropology (3)
- SOCY-635 Race, Gender and Social Justice (3)

Graduate Certificate in Social Research

Prerequisite

- One of the following:
 Statistics examination
 STAT-514 Statistical Methods (3)
 graduate-level statistics course

Course Requirements (15 credit hours)

- SOCY-580 Social Policy Analysis (3)
- SOCY-620 Social Research I (3)
- SOCY-622 Selected Topics in Social Research Skills (1) (three sections)
- 3 credit hours from the following:
 SOCY-622 Selected Topics in Social Research Skills (1) (three additional sections)
 SOCY-680 Social Policy Research (3)
- 3 credit hours from the following:
 SOCY-515 Models of Societal Development (3)
 SOCY-550 Stratification: Socio-Economic Inequality (3)
 SOCY-570 Sociology of Gender and Family (3)
 SOCY-645 Global and Multicultural Education (3)
 SOCY-648 Education and Development: Sector Analysis (3)
 SOCY-649 Nonformal Education and Development (3)

Courses outside the Sociology Department may substituted with the approval of the graduate director.

Teaching English to Speakers of Other Languages (TESOL)

Coordinator of TESOL Programs Brock Brady

The demand for teachers of English to speakers of other languages has markedly increased as changing national systems and global concerns have created an interdependent world. American University's TESOL program is distinctive in its focus on experiential learning—students plan lessons, observe classes, and design tests for English language classes. Faculty draw on their extensive teaching experience, research, and interaction with other cultures to provide pragmatic lessons and advice to TESOL students.

AU offers a variety of opportunities in TESOL including a combined Bachelor's/M.A. program, an M.A. in TESOL (with a joint AU/Peace Corps program), and a certificate open to both undergraduate and graduate students. An ESOL track is available in the M.A.T. program (see the School of Education section for more information). In addition, the program offers an annual TESOL Summer Institute, which includes regular summer session classes plus an intensive workshop.

Combined Bachelor's Degree and M.A. in TESOL

This program enables qualified students to earn both an undergraduate degree (in any field) and an M.A. in TESOL (Teaching English to Speakers of Other Languages). The combined program can be completed with four years of undergraduate study and 12 months of additional study (fall and spring semesters plus the Summer TESOL Institute). The program offers students an opportunity to gain both the theoretical background and practical skills necessary to teach English abroad or to adults in the United States.

Note: This program is not designed for K–12 ESL Certification

Admission to the Program

The standards for admission as defined by the relevant undergraduate teaching unit's requirements must first be satisfied. Undergraduates should apply for admission to the combined program by the end of the junior year.

Undergraduates whose overall grade point average is 3.00 or higher will be considered for the combined program. Applications must be accompanied by two letters of academic reference and a statement of purpose. Graduate Record Examination (GRE) scores are not required for admission to the combined program.

Students should discuss their interest in the program with the TESOL M.A. director before submitting a formal application.

Requirements

- All requirements for a B.A. or B.S. in any major at American University
- All requirements for the M.A. in TESOL

Students may use up to 6 credit hours of course work at the 500 level or above from the TESOL program to satisfy the requirements for both degrees. These courses may represent either undergraduate major requirements or electives.

M.A. in TESOL (Teaching English to Speakers of Other Languages)

Admission to the Program

Applicants to the master's program in TESOL are subject to the minimum university requirements for admission to graduate study. Further, a grade point average of 3.00 (on a 4.00 scale) in the undergraduate major and two letters of academic reference are required. It is strongly recommended that native speakers of English have some background in at least one other language. In-

International students are expected to demonstrate competence in English equivalent to a score of 600 or better on the Test of English as a Foreign Language (TOEFL). English instruction is available at the English Language Institute for students who meet all admissions requirements except for competence in English. Part-time as well as full-time students are welcome in the program.

A joint program between the Peace Corps and American University enables participants to prepare for Peace Corps English teaching assignments while earning an M.A. in TESOL. Application is made separately to American University and the Peace Corps. Admission requirements for the M.A. program are the same as above. The Peace Corps accepts American citizens only and participants must meet all other Peace Corps requirements prior to beginning Peace Corps service. Successful participants will begin their Peace Corps training and service after they have completed the bulk of their academic work. The Peace Corps service experience constitutes the equivalent of a 6-credit hour internship, for which the tuition is waived.

Note: This program is not designed for K-12 ESOL licensure. K-12 public school licensure (or certification) in ESOL is available through the M.A.T. concentration in English for Speakers of Other Languages (ESOL). For more information, see the School of Education programs.

Degree and Major Requirements

- 36 credit hours of approved TESOL course work:
- With approval of the TESOL director, the 3-credit hour TESL-620 TESOL Practicum may be waived if the student has significant documented experience teaching English, or for students in the AU/Peace Corps program.
- Completion of a teaching portfolio compiled during course of study
- An oral comprehensive examination taken after completion of all required course work and the teaching portfolio
- Thesis or nonthesis option

Course Requirements

Core Courses (27 credit hours)

- TESL-500 Principles of Linguistics (3)
- TESL-501 English Language Teaching I (3)
- TESL-502 English Language Teaching II (3)
- TESL-503 Structure of English (3)
- TESL-522 Language Acquisition (3) *or*
TESL-523 Second Language Acquisition (3)
- TESL-531 Language Assessment (3)
- TESL-541 Teaching Grammar (3) *or*
TESL-542 Teaching Pronunciation (3)
- TESL-620 TESOL Practicum (3) (may be waived, see above)
- One of the following:
TESL-527 Cultural Issues in the ESL/EFL Classroom (3)
ANTH-537 Topics in Language and Culture (3)

ANTH-544 Topics in Public Anthropology:

Anthropology of Education (3)
or other approved course dealing with language and sociocultural issues

Electives (9 credit hours)

- Three courses as approved by the student's advisor from the following:
ANTH-537 Topics in Language and Culture (3)
(if not taken in core)
ANTH-544 Topics in Public Anthropology:
Anthropology of Education (3) (if not taken in core)
SOCY-645 Global and Multicultural Education (3)
TESL-504 Language Analysis (3)
TESL-522 Language Acquisition (3) (if not taken in core)
TESL-523 Second Language Acquisition (3)
(if not taken in core)
TESL-524 Reading and Writing in the ESL/EFL Classroom (3)
TESL-525 Teaching English for Specific Purposes (3)
TESL-527 Cultural Issues in the ESL/EFL Classroom (3) (if not taken in core)
TESL-528 Bilingual Education (3)
TESL-531 Language Assessment (3)
TESL-541 Teaching Grammar (3) (if not taken in core)
TESL-542 Teaching Pronunciation (3) (if not taken in core)
TESL-554 Technology for Language Learning and Teaching (3)
TESL-560 TESOL Topics (1-3)
TESL-691 Internship (6) (required for students in the AU/Peace Corps program)
- Thesis option: completion of TESL-797 Master's Thesis Seminar (3) in lieu of 6 hours of electives listed above (the thesis option is not available to students in the AU/Peace Corps program)
- Nonthesis option: 9 elective credit hours

Grades of B or better are required for all courses taken for the thesis or nonthesis option.

Certificate in TESOL (Teaching English to Speakers of Other Languages)

Admission to the Program

International students must demonstrate competence in English equivalent to a score of 600 or above in the Test of English as a Foreign Language (TOEFL).

Course Requirements (15 credit hours)

- TESL-500 Principles of Linguistics (3)
 - TESL-501 English Language Teaching I (3)
 - TESL-502 English Language Teaching II (3)
 - Two approved TESOL courses
- Note:* This program is not designed for K-12 ESL Certification

Women's and Gender Studies

Director Amy Oliver

Faculty from other schools and departments of the university teach in the program.

The Women's and Gender Studies Program is an interdisciplinary program focused on women's experiences, issues facing women in the world today, and the significance of gender in shaping the experience of communities and individuals. The program is committed to a multicultural curriculum that sustains and integrates diverse perspectives. Women's and gender studies courses emphasize participatory education in which student involvement, critical thinking, and personal insight are encouraged and made relevant in the learning process. Many faculty members with national reputations for their work in gender issues regularly teach these courses. Their students benefit directly from the expertise of women and men who are leaders in this field of scholarship.

In addition to the women's and gender studies major and minor programs for undergraduates, graduate students can combine the study of women's and gender issues with the core courses in a traditional discipline to earn an M.A. or Ph.D. degree. Graduate programs participating in this program include anthropology, art, economics, education, history, international relations, literature, psychology, and sociology.

Students who major or minor in women's and gender studies gain experience off-campus through a cooperative education or internship placement in an organization or agency whose mission embraces some aspect of women's lives and experiences or of gender issues. Interns and co-op students are actively sought by organizations focused on the arts, advocacy, business, communications, employment and training issues, international rights, law, policy, U.S. politics, reproductive rights and health, research, and support services. Students have access to powerful networks that can give substantial support in career development at organizations in Washington, D.C. such as the Institute for Women's Policy Studies, the National Organization for Women, the Women's Legal Defense Fund, the National Gay and Lesbian Task Force, Amnesty International, or the National Museum of Women in the Arts. Students also have the opportunity to research women's and gender issues in the many government and nonprofit organizations located in the nation's capital.

The program hosts major speakers, performances, and lecture series on campus. These have included an international conference on women and collective memory, lectures by Gloria Steinem, bell hooks, and Kerry Kennedy-Cuomo, and a faculty discussion on gender and the military. In addition, American University's Washington College of Law publishes the *Journal of Gender and the Law*.

A degree in women's and gender studies may lead to a challenging career in such areas as policymaking, the arts, health issues, social work, teaching, business, or politics. An undergraduate major or minor in women's and gender studies

prepares students for graduate school or a variety of professions, including law, medicine, science and technology, public policy or public service, and education.

B.A. in Women's and Gender Studies

Admission to the Program

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale) and the approval of the program director.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

Women's and gender studies majors are advised to take STAT-202 Basic Statistics to fulfill the University Mathematics Requirement.

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 39 credit hours with grades of C or better, including at least 18 credit hours at the 300 level or above

Course Requirements

- WGST-125/WGST-125G Gender in Society 4:1 (3)
- WGST-150/WGST-150G Women's Voices through Time 2:1 (3)
- WGST-300 Feminist and Gender Theory (3)
- WGST-392 Cooperative Education Field Experience (3) or WGST-491 Internship in Women's and Gender Studies (3)
- WGST-500 Current Issues and Research in Women's and Gender Studies (3)
- One course on women and/or gender in multicultural perspective from the following:
 - ANTH-215/WGST-215G Sex, Gender, and Culture 3:2 (3)
 - ANTH-342 Women and Work (3)
 - SIS-400 Senior Seminar in International Relations: Women and Development (3)
 - JWST-320 Topics in Jewish Culture (3) (approved topics)
 - SOCY-235/SOCY-235G Women in the Third World 3:2 (3)
 - WGST-350 Interpreting Gender in Culture (3) (approved topics)
- or another course approved by the program director

Area of Focus (12 credit hours)

- 12 credit hours (9 of which must be at the 300 level or above) from one of three options; Arts and Humanities, Social Sciences, or an individually defined theme or issue

Note: the same course may not be used to satisfy both the women and/or gender in multicultural perspective requirement (see above) and the Area of Focus requirement.

Arts and Humanities

AMST-334 Contemporary American Culture (3) (approved topics)

HIST-220/HIST-220G Women in America 4:2 (3)

HIST-332 Contemporary Historical Studies (approved topics)

HIST-500 Studies in History (approved topics)

JWST-320 Topics in Jewish Culture (approved topics)

LIT-310 Major Authors (3) (approved topics)

LIT-341 The Romantic Imagination:

Gender and Romanticism (3)

LIT-370 A Room of One's Own: Women and Literature (3)

SPAN-559 Colloquium on Latin America (taught in Spanish) (approved topics)

WGST-350 Interpreting Gender in Culture (approved topics)

or other courses approved by the program director

Social Sciences

ANTH-215/ANTH-215G Sex, Gender, and Culture 3:2 (3)

COMM-510 Women in Journalism (3)

ECON-303 Gender Roles in the Economy (3)

ECON-574 Women in the Economy (3)

GOVT-407 Feminist Political Theory (3)

HFIT-323 Issues in Women's Health (3)

JLS-535 Gender and the Law (3)

PSYC-320 Women and Mental Health (3)

PSYC-430 Human Sexual Behavior (3)

PSYC-545 Psychology of Sex Similarities and Differences (3)

SIS-400 Senior Seminar in International Relations:

Women and Development (3)

SOCY-205/SOCY-205G The Family 4:2 (3)

SOCY-235/SOCY-235G Women in the Third World 3:2 (3)

SOCY-352 Women, Men and Social Change (3)

SOCY-570 Sociology of Gender and Family (3)

SPAN-356 Spanish Topics (taught in Spanish) (approved topics)

WGST-350 Interpreting Gender in Culture (approved topics) or other courses approved by the program director

Individually Defined Area of Focus

An individually defined group of four courses (12 credit hours) centered on a particular theme or issue in women's and gender studies, with approval of the program director.

Electives (9 credit hours)

- Elective courses focused on women and/or gender studies, to make a total of 39 credit hours, from a list of courses approved each semester by the program director.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To fulfill requirements for University Honors in Women's and Gender Studies, students may enroll in Honors Colloquia with topics focused on women's and/or gender studies, or may arrange an Honors supplement to a regular course or an Honors independent study in Women's and Gender Studies. All students complete a two-semester senior year Honors sequence in WGST-500 Current Issues and Research in Women's and Gender Studies (with an Honors supplement) and WGST-498 Honors Project in Women's and Gender Studies. The program director advises students in the University Honors Program regarding program options. See the section on the University Honors Program for further details.

Minor in Women's and Gender Studies

- 18 credit hours with grades of C or better with at least 12 credit hours unique to the minor

Course Requirements

- WGST-125/WGST-125G Gender in Society 4:1 (3)
- WGST-300 Feminist and Gender Theory (3)
- WGST-392 Cooperative Education Field Experience (3) *or* WGST-491 Internship in Women's and Gender Studies (3)
- 9 credit hours of course work, 6 of which must be at the 300 level or above, from a list of women's studies courses approved by the program director

Consult the program director for each semester's approved course offerings in Women's and Gender Studies.

School of Communication

- Administration and Faculty
- Undergraduate Programs
- Graduate Programs

Dean Larry Kirkman

Associate Dean Glenn Hamden

Assistant Dean for Student Affairs Merry Mendelson

Assistant Dean for Administration Patrick Martin

Full-Time Faculty

Professor Emeritus L.B. Anderson, E.L. Bliss, Jr.,

R.E. Sutton, L.W. Wolfson, J.S. Yamauchi

Professor P. Aufderheide, G.P. Hamden, J.A. Hendrix,

L. Kirkman, J.E. Orwant, R.A. Streitmatter

Associate Professor Emeritus L.M. Furber, J.C. Seigle

Associate Professor W. Cochran, B.J. Diggs-Brown,

J.C. Doolittle, J.S. Douglass, J.A. Olmsted, C. Simpson,

R.A. Stack, L. Steinhorn, W.S. Williams, A. Zelle

Assistant Professor bj Altschul, J. Baker, R. Blair,

G. Caliendo, J. Campbell, C. Gilbert, J. Hall, D. Hayes,

L. Jayaswal, C. King, I. Krasnow, M. Laitsch,

R. Rockwell, A. Schafer, J. Twomey, M. Vojtechovsky,

R.S. Zaharna

Teaching Staff J. Lustig, R. Robertson

The goal of the School of Communication is to develop liberally educated, professionally trained communicators who are equipped intellectually and ethically to convey the issues of contemporary society.

The curriculum is carried out in the environment of Washington, D.C., the communications center of the world. The school draws heavily on the resources of the federal city for its adjunct faculty, for the material in its curriculum, and for involving students with Washington's communicators and communication facilities. The school comprises three divisions:

Journalism Division, offering undergraduate and graduate degree programs in print and broadcast journalism. The master's degree in journalism and public affairs includes specializations in public policy journalism, economic communication, international journalism, or news media studies. A graduate weekend program is also offered.

Public Communication Division, including both undergraduate and graduate programs. The graduate program is also offered as a weekend program.

Visual Media Division, including the undergraduate visual media program and graduate film and electronic media programs. It also offers a weekend graduate program in producing for film and video and the Summer Film and Video Institute.

The school also offers an interdisciplinary program with the Department of Language and Foreign Studies, the B.A. in Foreign Language and Communication Media, and the B.S. in Multimedia Design and Development jointly with the Departments of Art and Computer Science and Information Systems. An undergraduate minor in communication, designed for users and consumers of mass media rather than practitioners, is also available.

Undergraduate Programs

A strong liberal arts background is emphasized by the school. To ensure that communication majors attain this background, a significant portion of undergraduate course work is taken outside the field of communication.

All students intending to major in communication complete two core courses during their freshman and sophomore years. During the freshman year COMM-205 Understanding Mass Media is required and COMM-200 Writing for Mass Communication is required during the sophomore year. Public communication majors then enroll in COMM-209 Communication and

Society, visual media majors in COMM-105 Visual Literacy, and journalism majors in COMM-320 Reporting.

Students continue with one of the four professional programs (print or broadcast journalism, public communication, or visual media) in their junior year and take a series of carefully chosen skills courses. They also complete communication and media studies courses which examine the history, current issues, and future of communication and the media. The ability to write correctly and clearly is stressed in all four professional programs.

B.A. in Communication: Journalism

Admission to the Program

Formal admission to the major requires a cumulative grade point average of 2.50 (on a 4.00 scale). Students should declare their major by the end of the sophomore year and no earlier than the end of the freshman year.

Students who are unable to achieve a cumulative grade point average of 2.50 and declare a major in communication are not allowed to take courses in the school after they have completed 75 hours of undergraduate credit.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Tracks

Broadcast Journalism or Print Journalism

Major Requirements

- 36 credit hours with grades of C or better within the School of Communication, including introductory courses, professional courses, media studies courses, internships, independent study, and independent reading courses.
- Related course requirements taken outside the School of Communication, with grades of C or better
- A minimum of 84 credit hours outside the field of communication, including 65 credit hours in the liberal arts and sciences, are required for the major.

Subject to the approval of an advisor, a maximum of 12 credit hours in communication transferred from another university may be substituted for required communication courses. Transfer students majoring in journalism are required to graduate with a total of 84 credit hours outside the field of communication.

Related Course Requirements

Students must complete the following with grades of C or better:

- 3 credit hours in American history (HIST-xxx)
- 3 credit hours in economics (ECON-xxx)
- A minor or second major outside the School of Communication

Communication Course Requirements (36 credit hours)

Core

- COMM-200 Writing for Mass Communication (3)
- COMM-205/COMM-205G Understanding Mass Media 4:2 (3)
- COMM-320 Reporting (3)

Broadcast Journalism Track

- COMM-333 Fundamentals of TV and VTR (3)
- COMM-385 Broadcast Journalism I (3)
- COMM-401 Legal Aspects of Communication (3)
- COMM-428 Broadcast Journalism II (3)
- COMM-432 Television Field Reporting (3)
- Four courses from the following:
 - COMM-270/COMM-270G How the News Media Shaped History 2:2 (3) *or*
 - COMM-275/COMM-275G Dissident Media: Voices from the Underground 4:2 (3) *or*
 - COMM-280/COMM-280G Contemporary Media in a Global Society 3:2 (3)
 - COMM-391 Internship (3) *or*
 - COMM-392 Cooperative Education Field Experience (3) *or*
 - COMM-491 Senior Professional Internship (3)
- COMM-396 Selected Topics course with permission of the student's advisor (3)
- COMM-433 Broadcast Delivery (3)
- COMM-490 Independent Study Project (3)
- COMM-503 Broadcast Operations and Management (3)
- COMM-504 Journalism Ethics (3)
- COMM-505 History of Broadcast Journalism (3)
- COMM-508 The Media and Government (3)
- COMM-509 Politics and the Media (3)
- COMM-510 Women in Journalism (3)
- COMM-511 History of Documentary (3) *or*
- COMM-515 Media, Children, and Society (3)
- COMM-514 Censorship and the Media (3)
- COMM-516 Special Topics in Visual Media and Culture (3)
- COMM-546 Foreign Policy and the Press (3)
- COMM-547 Great Books in U.S. Journalism (3)
- COMM-596 Selected Topics course with permission of the student's advisor (3)
- COMM-599 Media, Technology and Society (3)

Print Journalism Track

- COMM-322 Editorial Policies and Methods (3)
- COMM-401 Legal Aspects of Communication (3)
- COMM-425 Advanced Reporting (3)
- Three courses from the following:
 - COMM-323 Computer Techniques for Communication Studies (3)
 - COMM-325 Feature Article Writing (3)
 - COMM-330 Basic Photography (3)
 - COMM-391 Internship (3) *or*
 - COMM-392 Cooperative Education Field Experience (3)
 - or*
 - COMM-491 Senior Professional Internship (3)
 - COMM-502 In-Depth Journalism (3)
 - COMM-521 Opinion Writing (3)
 - COMM-545 Business and Economic Journalism (3)
 - COMM-596 Selected Topics course with permission of the student's advisor (3)
- Three courses from the following:
 - COMM-270/COMM-270G How the News Media Shaped History 2:2 (3) *or*
 - COMM-275/COMM-275G Dissident Media: Voices from the Underground 4:2 (3) *or*
 - COMM-280/COMM-280G Contemporary Media in a Global Society 3:2 (3)
 - COMM-396 Selected Topics course with permission of the student's advisor (3)
 - COMM-490 Independent Study Project (3)
 - COMM-504 Journalism Ethics (3)
 - COMM-505 History of Broadcast Journalism (3)
 - COMM-508 The Media and Government (3)
 - COMM-509 Politics and the Media (3)
 - COMM-510 Women in Journalism (3)
 - COMM-511 History of Documentary (3) *or*
 - COMM-515 Media, Children, and Society (3)
 - COMM-514 Censorship and the Media (3)
 - COMM-546 Foreign Policy and the Press (3)
 - COMM-547 Great Books in U.S. Journalism (3)
 - COMM-596 Selected Topics course with permission of the student's advisor (3)
 - COMM-599 Media, Technology and Society (3)

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon the school's recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options. See the section on the University Honors Program in this catalog for further details.

B.A. in Communication: Public Communication

Admission to the Program

Formal admission to the major requires a cumulative grade point average of 2.50 (on a 4.00 scale). Students should declare their major by the end of the sophomore year and no earlier than the end of the freshman year.

Students who are unable to achieve a cumulative grade point average of 2.50 and declare a major in communication are not allowed to take courses in the school after they have completed 75 hours of undergraduate credit.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 36 credit hours with grades of C or better within the School of Communication, including introductory courses, professional courses, media studies courses, internships, independent study, and independent reading courses.
- Related course requirements taken outside the School of Communication, with grades of C or better
- A minimum of 84 credit hours outside the field of communication, including 65 credit hours in the liberal arts and sciences, are required for the major.

Subject to the approval of an advisor, a maximum of 12 credit hours in communication transferred from another university may be substituted for required communication courses. Transfer students majoring in public communication are required to graduate with a total of 84 credit hours outside the field of communication.

Related Course Requirement

Students must complete the following with grades of C or better:

- 3 credit hours in American history (HIST-xxx)
- 3 credit hours in economics (ECON-xxx)
- A minor or second major outside the School of Communication

Communication Course Requirements (36 credit hours)**Core Courses (9 credit hours)**

- COMM-200 Writing for Mass Communication (3)
- COMM-205/COMM-205G Understanding Mass Media 4:2 (3)
- COMM-209 Communication and Society (3)

Professional Courses (27 credit hours)

- COMM-300 Interpersonal Communication (3)
- COMM-301 Public Relations (3)
- COMM-437 Public Relations Media (3)
- COMM-446 Public Relations Case Studies (3)
- COMM-480 Public Communication Research (3)
- One course from the following:
 - COMM-505 History of Broadcast Journalism (3)
 - COMM-508 The Media and Government (3)
 - COMM-509 Politics and the Media (3)
 - COMM-510 Women in Journalism (3)
 - COMM-514 Censorship and the Media (3)
 - COMM-533 Ethical Persuasion (3)
 - COMM-534 Race, Gender, and the Media (3)
 - COMM-546 Foreign Policy and the Press (3)
 - COMM-547 Great Books in U.S. Journalism (3)
 - COMM-599 Media, Technology and Society (3)
- Three courses from the following:
 - COMM-310 Public Speaking (3)
 - COMM-323 Computer Techniques for Communication Studies (3)
 - COMM-325 Feature Article Writing (3)
 - COMM-330 Basic Photography (3)
 - COMM-401 Legal Aspects of Communication (3)
 - COMM-470 Organizational Communication (3)
 - COMM-472 Nonverbal Communication (3)
 - COMM-475 Group Communication Management (3)
 - COMM-391 Internship (3) *or*
 - COMM-392 Cooperative Education Field Experience (3)
 - or*
 - COMM-491 Senior Professional Internship (3)

COMM-521 Opinion Writing (3)
 COMM-531 Political Communication (3)
 COMM-532 Publication Layout and Design (3)
 COMM-536 Entertainment Communication (3)
 COMM-537 Sports Communication (3)
 One Communication and Media Studies course from the following may be included:

- COMM-270/COMM-270G How the News Media Shaped History 2:2 (3)
- COMM-502 In-Depth Journalism (3)
- COMM-503 Broadcast Operations and Management (3)
- COMM-508 The Media and Government (3)
- COMM-509 Politics and the Media (3)
- COMM-511 History of Documentary (3)
- COMM-513 Producing Film and Video (3)

- COMM-514 Censorship and Media (3)
- COMM-515 Media, Children, and Society (3)
- COMM-516 Special Topics in Visual Media and Culture (3)
- COMM-517 History of Cross-Cultural Cinema (3)
- COMM-533 Ethical Persuasion (3)
- COMM-534 Race, Gender, and the Media (3)
- COMM-535 Special Topics in News Media (3)
- COMM-545 Business and Economic Journalism (3)
- COMM-546 Foreign Policy and the Press (3)
- COMM-558 Survey of American Cinema (3)
- COMM-596 Selected Topics course with permission of the student's advisor (3)
- COMM-599 Media, Technology and Society (3)

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon the school's recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options. See the section on the University Honors Program in this catalog for further details.

B.A. in Communication: Visual Media**Admission to the Program**

Formal admission to the major requires a cumulative grade point average of 2.50 (on a 4.00 scale). Students should declare their major by the end of the sophomore year and no earlier than the end of the freshman year.

Students who are unable to achieve a cumulative grade point average of 2.50 and declare a major in communication are not allowed to take courses in the school after they have completed 75 hours of undergraduate credit.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 39–42 credit hours with grades of C or better within the School of Communication, including introductory courses, professional courses, 6 credit hours of media studies courses, and 3 credit hours of internship and independent study courses.

- Related course requirements taken outside the School of Communication, with grades of C or better

Subject to the approval of an advisor, a maximum of 12 credit hours in communication transferred from another university may be substituted for required communication courses.

Related Course Requirement

Students must complete the following with grades of C or better:

- 3 credit hours in American history (HIST-xxx)
- 3 credit hours in economics (ECON-xxx)
- A minor or second major outside the School of Communication

Course Requirements (39–42 credit hours)

Core Courses (9 credit hours)

- COMM-105/COMM-105G Visual Literacy 1:1 (3)
- COMM-200 Writing for Mass Communication (3)
- COMM-205/COMM-205G Understanding Mass Media 4:2 (3)

Basic Courses (9–12 credit hours)

- COMM-330 Basic Photography (3)
- COMM-331 Basic Visual Media Production (3)
- One or both of the following:
COMM-350 Basic Digital Imaging (3)
COMM-352 Fundamentals of Multimedia (3)

Professional Courses (15–18 credit hours)

Intermediate (9 credit hours)

- COMM-482 Writing for Visual Media (3)
- At least 6 credit hours from the following:
COMM-434 Location Production:
Film (3)
Video (3)
COMM-435 Introduction to Studio Television (3)
COMM-454 Intermediate Multimedia (3)
COMM-523 Intermediate Photography:
Photojournalism (3)
Fine Arts Photography (3)

Advanced

- 6 credit hours in visual media studies from the following:
COMM-503 Broadcast Operations and Management (3)
COMM-511 History of Documentary (3)
COMM-513 Producing Film and Video (3)
COMM-514 Censorship and Media (3)
COMM-515 Media, Children, and Society (3)
COMM-516 Special Topics in Visual Media and Culture (3)
COMM-517 History of Cross-Cultural Cinema (3)
COMM-520 History of Animation (3)
COMM-527 History of Photography (3)

COMM-550 Financing and Marketing Independent Productions (3)

COMM-558 Survey of American Cinema (3)

COMM-585 Directing (3) (Prague)

COMM-586 History of Czech Cinema (3) (Prague)

- Additional credit hours may be selected from the following to bring the total to 39–42 credit hours:

COMM-438 Production Practicum (1)

COMM-456 Film Production and Direction (3)

COMM-464 Directing for Camera (3)

COMM-486 Video Production and Direction (3)

COMM-391 Senior Internship (3) *or*

COMM-392 Cooperative Education Field Experience (3)

or

COMM-491 Senior Professional Internship (3)

COMM-529 Large Format Photography and Studio Lighting (3)

COMM-561 Advanced Writing for Film (3)

COMM-562 Advanced Writing for Television (3)

COMM-565 Advanced Visual Media Portfolio (3)

COMM-584 Film Technology and Practice (6) (Prague)

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon the school's recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options. See the section on the University Honors Program in this catalog for further details.

B.A. in Communication, Legal Institutions, Economics, and Government (CLEG)

An interdisciplinary major in Communication, Legal Institutions, Economics, and Government is available. Consult the School of Public Affairs chapter for information on major and course requirements.

B.A. in Foreign Language and Communication Media

Students are admitted to either the School of Communication or to the Department of Language and Foreign Studies of the College of Arts and Sciences. Program tracks are: French, German, Russian, or Spanish combined with broadcast journalism, print journalism, public communication, or visual media. Refer to the Interdisciplinary Programs chapter for information on major and course requirements.

B.S. in Multimedia Design and Development

The B.S. in Multimedia Design and Development program is jointly administered by the Departments of Art and Computer Science and Information Systems in the College of Arts and Sciences, and the Visual Media Division in the School of Communication. Students begin with a common core of courses to introduce them to the principles applied to multimedia, and components of multimedia including images, language and vocabulary, and technology foundations, and then learn to use the tools and products of multimedia and study their influence on visualization and the creative process. Each student chooses a specialization in either computing, graphic design or communication. Finally, students apply their specialization expertise in collaborative multimedia projects and research and participate in co-ops and internships. For more information on program requirements, see the Interdisciplinary Programs chapter.

Washington Semester in Journalism

This one-semester undergraduate program explores journalism as it is practiced in Washington, D.C. The program studies the people, institutions and issues of Washington journalism with guest speakers, field trips, and lectures, plus an internship and an elective course selected from regular offerings of the university. The program is open to students from colleges and universities across the country.

Admission to the Program

Requirements for admission to the program are: a minimum grade point average of 2.50 (on a 4.00 scale); either a journalism major or a liberal-arts major with some evidence of interest in journalism; and at least second-semester sophomore standing. Selection is competitive. *Note:* This program is not open to American University communication majors.

Course Requirements

- COMM-450 Washington Journalism Semester Seminar I (4)
- COMM-451 Washington Journalism Semester Seminar II (4)
- COMM-452 Washington Journalism Semester Internship (4)
- One course from the regular university course offerings

Minor in Communication

- 18 credit hours with grades of C or better with at least 12 credit hours unique to the minor

Course Requirements

- COMM-200 Writing for Mass Communication (3)
- COMM-205/COMM-205G Understanding Mass Media 4:2 (3)
- Two courses from the following:
 - COMM-301 Public Relations (3)
 - COMM-310 Public Speaking (3)
 - COMM-320 Reporting (3)
 - COMM-322 Editorial Policies and Methods (3)
 - COMM-325 Feature Article Writing (3)
 - COMM-330 Basic Photography (3)
 - COMM-331 Basic Visual Media Production (3)
 - COMM-435 Introduction to Studio Television (3)
 - COMM-470 Organizational Communication (3)
 - COMM-472 Nonverbal Communication (3)
 - COMM-475 Group Communication Management (3)
 - COMM-521 Opinion Writing (3)
 - COMM-532 Publication Layout and Design (3)
- Two courses from the following:
 - COMM-401 Legal Aspects of Communication (3)
 - COMM-503 Broadcast Operations and Management (3)
 - COMM-508 The Media and Government (3)
 - COMM-509 Politics and the Media (3)
 - COMM-511 History of Documentary (3)
 - COMM-513 Producing Film and Video (3)
 - COMM-514 Censorship and Media (3)
 - COMM-515 Media, Children, and Society (3)
 - COMM-517 History of Cross-Cultural Cinema (3)
 - COMM-527 History of Photography (3)
 - COMM-545 Business and Economic Journalism (3)
 - COMM-558 Survey of American Cinema (3)
 - COMM-596 Selected Topics course with permission of the student's advisor (3)
 - COMM-599 Media, Technology and Society (3)

Graduate Programs

Designed for students with diverse professional and educational backgrounds, the graduate programs fully utilize the resources of Washington, D.C. for both field work and classroom study. The many professional news organizations, public interest organizations, trade associations, government agencies, public relations firms, and media production organizations in the Washington area provide excellent opportunities for internships and cooperative education field experience. Special seminars and events, including the school's American Forum and Media Center presentations, enable students to meet major public figures and film and media artists.

M.A. in Communication: Journalism and Public Affairs

Admission to the Program

Applicants must meet the minimum university requirements for graduate study. Admission to the program requires a bachelor's degree from an accredited college or university with at least a 3.00 (on a 4.00 scale) grade point average in last 60 hours of undergraduate course work. International students whose first language is not English should take the TOEFL examination to demonstrate proficiency in written as well as spoken English. All applicants must earn a satisfactory score on the Graduate Record Examination (GRE) General Test (verbal, quantitative, and analytical).

Previous professional or campus experience in communication is useful but not required. However, all applicants are required to show evidence of professional commitment and career direction related to the specialization and track they choose. Official transcripts, two letters of recommendation, and a 1,000-word essay on the applicant's commitment to pursuing graduate study in the program are submitted with the application. If available, samples of published professional or college news writing, scripts, or tapes should also be submitted.

A limited number of graduate fellowships and assistantships are awarded on the basis of merit as well as school and program needs.

Admission to the full-time degree program is for the fall semester. Students are generally expected to complete the program in ten months. The program is also available in a weekend format which takes twenty months to complete (see below).

Qualified undergraduate students may apply to a combined bachelor's/M.A. program and use up to 6 credit hours of graduate-level courses to satisfy the requirements of both degrees.

Degree Requirements

- 30–33 credit hours of approved graduate work, as advised
- Most students are required to take COMM-624 Principles and Practice of Journalism and receive a grade of B or better.
- Students who have earned a B or better in a news-media law course within five years of enrollment may petition to be exempted from COMM-601 Legal Aspects of

Communication. International students are normally exempted from this course. Students with extensive professional editing experience may petition to be exempted from COMM-621 Advanced Editing.

- Continuous full-time enrollment
- A grade point average of 3.00 maintained during all work toward the degree
- Comprehensive examination in journalism

Specializations and Tracks

Public Policy Journalism, International Journalism, Economic Communication (each taken in either the print or broadcast journalism track), Interactive Journalism, and News Media Studies

Course Requirements

Public Policy Journalism

Core (12 credit hours)

- COMM-601 Legal Aspects of Communication (3)
- COMM-624 Principles and Practice of Journalism (3) (with a grade of B or better)
- COMM-710 Seminar in Public Affairs (3) (with a grade of B or better)
- COMM-724 Reporting of Public Affairs (3)

Electives (12 credit hours)

- Four elective courses approved by the program director
- One or two courses outside the School of Communication in an area related to public affairs may be substituted for journalism electives with permission of the program director. Possible areas include political science, public administration, history, economics, the range of social sciences, and international relations.

Broadcast Track (9 credit hours)

- COMM-632 Television Field Reporting (3)
- COMM-721 Broadcast News I (3)
- COMM-722 Broadcast News II (3) (with a grade of B or better)

Print Track (9 credit hours)

- COMM-621 Advanced Editing (3)
- COMM-636 Washington Reporting (3)
- COMM-720 Seminar in Journalism (3) (with a grade of B or better)

International Journalism

Core (15 credit hours)

- COMM-546 Foreign Policy and the Press (3)
- COMM-601 Legal Aspects of Communication (3)
- COMM-624 Principles and Practice of Journalism (3) (with a grade of B or better)
- COMM-710 Seminar in Public Affairs (3) (with international emphasis and a grade of B or better)

- COMM-724 Reporting of Public Affairs (3) (with international emphasis)

Broadcast Track (18 credit hours)

- COMM-632 Television Field Reporting (3)
- COMM-721 Broadcast News I (3)
- COMM-722 Broadcast News II (3) (with international emphasis and a grade of B or better)
- 9 credit hours from the following:
Two international relations courses outside the School of Communication
COMM-xxx elective course

Print Track (18 credit hours)

- COMM-621 Advanced Editing (3)
- COMM-636 Washington Reporting (3) (with international emphasis)
- COMM-720 Seminar in Journalism (3) (with a grade of B or better)
- 9 credit hours from the following:
Two international relations courses outside the School of Communication
COMM-xxx elective course

Economic Communication

Core (12 credit hours)

- COMM-601 Legal Aspects of Communication (3)
- COMM-624 Principles and Practice of Journalism (3) (with a grade of B or better)
- COMM-710 Seminar in Public Affairs (3) (with emphasis on economic and business coverage and with a grade of B or better)
- COMM-724 Reporting of Public Affairs (3) (with emphasis on economic and business coverage)

Economics (12 credit hours)

- 12 credit hours from the following:
ECON-500 Microeconomics (3)
ECON-501 Macroeconomics (3)
ECON-507 U.S. Economic History (3)
ECON-522 Econometrics (3)
ECON-546 Industrial Economics (3)
ECON-571 Labor Economics: Theory (3)
ECON-579 Energy Economics, Resources, and the Environment (3)
ECON-603 Introduction to Economic Theory (3)

Broadcast Track (9 credit hours)

- COMM-632 Television Field Reporting (3)
- COMM-721 Broadcast News I (3)
- COMM-722 Broadcast News II (3) (with a grade of B or better)

Print Track (9 credit hours)

- COMM-545 Business and Economic Journalism (3) (with a grade of B or better)
- Economics or business elective course (3)
- COMM-xxx elective course (3)

Interactive Journalism

Core (12 credit hours)

- COMM-504 Journalism Ethics (3)
- COMM-601 Legal Aspects of Communication (3)
- COMM-710 Seminar in Public Affairs (3) (with a grade of B or better)
- COMM-724 Reporting of Public Affairs (3) (with an emphasis on online research and reporting)

Interactive Journalism (18 credit hours)

- COMM-535 Special Topics in News Media (3)
- COMM-599 Media, Technology and Society (3)
- COMM-621 Advanced Editing (3)
- COMM-720 Seminar in Journalism (3) (with a grade of B or better)
- COMM-721 Broadcast News I (3)
- COMM-502 In-Depth Journalism (3)
or
COMM-722 Broadcast News II (3)
or other approved elective course

News Media Studies

Core (12 credit hours)

- COMM-504 Journalism Ethics (3)
- COMM-601 Legal Aspects of Communication (3)
- COMM-710 Seminar in Public Affairs (3) (with a grade of B or better)
- COMM-724 Reporting of Public Affairs (3) (with an emphasis on how stories are chosen and developed, their effect and the media response)

News Media Studies (18 credit hours)

- COMM-508 The Media and Government (3)
- COMM-535 Special Topics in News Media (3)
- COMM-546 Foreign Policy and the Press (3)
- COMM-545 Business and Economic Journalism (3)
- COMM-599 Media, Technology and Society (3)
- COMM-720 Seminar in Journalism (3) (with a grade of B or better)

Weekend Graduate Program in Communication: Journalism and Public Affairs

The weekend M.A. program in journalism and public affairs is for professionals whose schedules make Saturday classes a preferable alternative to full-time study. Admission requirements are the same as for the full-time program and for the fall semester only. Students are expected to complete the program within a twenty-month period.

M.A. in Communication: Public Communication

Admission to the Program

Applicants must meet the minimum university requirements for graduate study. Admission to the program requires a bachelor's degree from an accredited college or university with at least a 3.00 (on a 4.00 scale) grade point average in last 60 hours of undergraduate course work. International students whose first language is not English should take the TOEFL examination to demonstrate proficiency in written as well as spoken English. All applicants must earn a satisfactory score on the Graduate Record Examination (GRE) General Test (verbal, quantitative, and analytical).

Previous academic or professional work in public communication is not required, but all applicants must demonstrate a serious commitment to a career in this field. The ability to speak and write English well is essential. Official transcripts, two letters of recommendation, and a 1,000-word essay on the applicant's commitment to pursuing graduate study in the program are submitted with the application. Interviews are not required, but may be recommended by the school.

Admission is open to both full-time and part-time students for the fall semester. Full-time students are generally expected to complete the program in ten months. Part-time students are expected to take a minimum of two courses each semester and complete their program in two years. The program is also available in a weekend format which takes twenty months to complete (see below).

Qualified undergraduate students may apply to a combined bachelor's/M.A. program and use up to 6 credit hours of graduate-level courses to satisfy the requirements of both degrees.

Degree Requirements

- 30 credit hours of approved graduate work
 - A graduate project with a grade of B or better is required of all students. This project, which fulfills the university research requirement, is in lieu of a thesis.
- The project work must be focused in a particular communication area, such as: arts communication; corporate public relations (note that there are limited options in business administration electives); government and political communication; international public relations; or public interest communication. The project should be selected to provide an important credential for future employment as well as a focus for learning. It should reflect the student's career direction within the broad field of public communication.
- A grade point average of 3.00 maintained during all work toward the degree
 - Comprehensive examination in public communication

Course Requirements

- COMM-640 Public Communication Principles (3)
- COMM-642 Public Communication Management (3)

- COMM-644 Public Communication Writing (3)
 - COMM-646 Public Communication Production (3)
 - COMM-735 Communication Theory (3) (with a grade of B or better)
 - COMM-738 Research Methods in Communication (3) (with a grade of B or better)
 - COMM-744 Public Communication Seminar (3) (with a grade of B or better)
 - 9 credit hours in elective courses:
- Students may take an internship as one of the elective courses. Other elective courses may be taken in communication or in other fields such as sociology, business, performing arts, education, government, justice, international service, psychology, anthropology, art history, literature, economics, or statistics.

Weekend Graduate Program in Communication: Public Communication

With its emphasis on public relations, this program is for experienced professionals who find their job responsibilities expanding to include new technologies, as well as the coordination and dissemination of persuasive and informational materials. Admission requirements are the same as for the full-time program and for the fall semester only. Students are expected to complete the program within a twenty-month period.

M.A. in Communication: Producing for Film and Video

Admission to the Program

This weekend graduate program is designed for working adults who want to pursue careers in producing for film, video, television, and multi-media. Student cohort groups follow a planned curriculum, taking one course every seven weeks (two courses each semester) on Saturdays for a total of 10 courses. The 30-credit hour program is completed in 21 months. Previous academic or professional experience in film or video is not required, but all applicants must demonstrate a serious commitment to a career in this field.

Applicants must meet the minimum university requirements for graduate study. Admission to the program requires a bachelor's degree from an accredited college or university with at least a 3.00 (on a 4.00 scale) grade point average in last 60 hours of undergraduate course work. International students whose first language is not English should take the TOEFL examination to demonstrate proficiency in written as well as spoken English.

Official transcripts, two letters of recommendation, and a 1,000-word essay on the applicant's commitment to pursuing graduate study in the program are submitted with the application. The application deadline is April 1.

Degree and Major Requirements

- 30 credit hours of approved graduate work
- Continuous enrollment

- A grade point average of 3.00 maintained during all work toward the degree
- Comprehensive examination in producing film and video

Course Requirements

- COMM-503 Broadcast Operations and Management (3)
- COMM-513 Producing Film and Video (3)
- COMM-550 Financing and Marketing Independent Productions (3)
- COMM-571 Production Planning and Management (3)
- COMM-601 Legal Aspects of Communication (3)
- COMM-671 The Media Enterprise I: Establishing the Enterprise (3) (with a grade of B or better)
- COMM-672 The Media Enterprise II: Managing the Enterprise (3) (with a grade of B or better)
- COMM-682 Writing for Visual Media (3)
- 6 credit hours from COMM-570 Summer Film and Video Institute

M.A. in Film and Video

Admission to the Program

Applicants must meet the minimum university requirements for graduate study. Admission to the program requires a bachelor's degree from an accredited college or university with at least a 3.00 (on a 4.00 scale) grade point average in last 60 hours of undergraduate course work. International students whose first language is not English should take the TOEFL examination to demonstrate proficiency in written as well as spoken English.

Applicants must earn a satisfactory score on the Graduate Record General Examination (Verbal, Quantitative, and Analytical). Previous exposure to film study, film and video production or script writing is not required, although all applicants are required to show evidence of professional commitment and career direction related to their program of study.

Official transcripts, two letters of recommendation, and a 1,000-word essay on the applicant's commitment to pursuing graduate study in the program are submitted with the application.

Admission is not limited to full-time students, however students must be available to take most of their course work during the day. Students will normally be expected to complete the 33-credit hour program within 24 months.

Degree Requirements

- 33 credit hours of approved graduate work
Students without experience in film or video production are required to take COMM-631 Basic Visual Media Production prior to or at the beginning of the regular program. This course does not count toward the 33 credit hours required for the degree.
- Thesis option: COMM-797 Master's Thesis Seminar (6)
Non-thesis option for students producing an original creative work in the areas of scriptwriting or production:

COMM-701 Graduate Seminar in Film Theory and Practice (3)

COMM-702 Master's Portfolio Seminar (3)

Grades of B or better are required for all courses taken for the thesis or nonthesis option.

- A grade point average of 3.00 maintained during all work toward the degree
- Comprehensive examination in film and video

Course Requirements

- COMM-513 Producing Film and Video(3)
- COMM-682 Writing for Visual Media (3)
- Courses selected from the following areas:
Film production or video production; film theory, history, and criticism; multimedia; and script writing. Students may emphasize one of these areas in the design of their program, but the program must include courses from all of these areas. Courses in related areas such as performing arts and photography may also be included.

M.F.A. in Film and Electronic Media

Admission to the Program

Applicants must meet the minimum university requirements for graduate study. Admission to the program requires a bachelor's degree from an accredited college or university with at least a 3.00 (on a 4.00 scale) grade point average in last 60 hours of undergraduate course work. International students whose first language is not English should take the TOEFL examination to demonstrate proficiency in written as well as spoken English. The Graduate Record General Examination is required, but may be waived by the division director.

An undergraduate degree in one of the visual media is desirable, but applications from candidates who have majored in other fields will also be considered. Applicants with prior experience in the visual media should submit a portfolio illustrating relevant professional experience. Students without prior experience in film, video, photography, or digital media production or who do not demonstrate through their portfolio a level of minimum proficiency in media production will need reconcile their deficiencies with additional course work.

Official transcripts, two letters of recommendation, and a 1,000-word essay on the applicant's commitment to pursuing graduate study in the program are submitted with the application.

Degree Requirements

- 48 credit hours of approved graduate work
Students without a minimum level of proficiency in media production are required to take COMM-630 Basic Photography and COMM-631 Basic Visual Media Production prior to or at the beginning of their program. These courses do not count toward the 48 credit hours required for the degree.
- Production of a portfolio of original creative work in the areas of scriptwriting, film, or electronic media production under

the supervision of a faculty committee and in conjunction with COMM-702 Master's Portfolio Seminar, with a grade of B or better

- A grade point average of 3.00 maintained during all work toward the degree
- Comprehensive examination in film and electronic media

Course Requirements (48 credit hours)

Core (27 credit hours)

With the advisor's approval, students with comparable prior experience or course work may substitute other courses in production and writing or media studies.

- COMM-513 Producing Film and Video (3)
- COMM-652 Fundamentals of Multimedia (3)
- COMM-634 Location Production: Film (3) *and* COMM-634 Location Production: Video (3) *or* COMM-584 Film Technology and Practice (6)*
- COMM-682 Writing for Visual Media (3) *or* COMM-587 Screenwriting (3)*
- COMM-701 Graduate Seminar in Film Theory and Practice (3)
- COMM-711 Teaching Seminar in Media Arts (3)
- Two of the following:
COMM-511 History of Documentary (3)
COMM-517 History of Cross-Cultural Cinema (3)
COMM-520 History of Animation (3)
COMM-527 History of Photography (3)
COMM-558 Survey of American Cinema (3)

Portfolio Requirement (6 credit hours)

- COMM-702 Master's Portfolio Seminar (6)

Electives (15 credit hours)

With the guidance of their advisor students may develop an area of concentration or expertise using courses from the following. With permission of the student's advisor COMM-690 Independent Study Project, COMM-691 Graduate Internship, and COMM-692 Cooperative Education Field Experience may also be used

Production and Writing (minimum 6 credit hours)

- COMM-561 Advanced Writing for Film (3)
- COMM-562 Advanced Writing for Television (3)
- COMM-565 Advanced Visual Media Portfolio (3)
- COMM-570 Summer Film and Video Institute (1-3)
- COMM-635 Introduction to Studio Television (3)
- COMM-638 Production Practicum (1)
- COMM-650 Basic Digital Imaging (3)

- COMM-654 Intermediate Multimedia (3)
- COMM-656 Film Production and Direction (3)
- COMM-664 Directing for Camera (3)
- COMM-686 Video Production and Direction (3)

Media Studies (minimum 3 credit hours) (see note below)

- COMM-511 History of Documentary (3)
- COMM-514 Censorship in the Media (3)
- COMM-515 Media, Children, and Society (3)
- COMM-516 Special Topics in Visual Media and Culture (3)
- COMM-517 History of Cross-Cultural Cinema (3)
- COMM-520 History of Animation (3)
- COMM-527 History of Photography (3)
- COMM-550 Financing and Marketing Independent Productions (3)
- COMM-558 Survey of American Cinema (3)
- COMM-584 Film Technology and Practice (3)*
- COMM-585 Directing (3)*
- COMM-586 History of Czech Cinema (3)*
- COMM-601 Legal Aspects of Communication (3)

Note: One media studies elective may be taken in a related subject area with the approval of the faculty advisor. Related media studies courses include the following:

- COMM-503 Broadcast Operations and Management (3)
- LIT-675 Film and Literature (3)
- LIT-676 National Cinema (3)
- LIT-677 Popular Film Genres (3)
- LIT-678 Major Filmmakers (3)
- LIT-680 Independent Filmmakers (3)
- PERF-557 Creative Writers' Performance Laboratory (3)
- PERF-665 Theatre History I (3)
- PERF-666 Theatre History II (3)
- PERF-667 Theatre History III (3)

* Courses offered in Prague, Czech Republic (see below)

Special Opportunities

- COMM-691 Graduate Internship and COMM-692 Cooperative Education Field Experience are available at a variety of film and video and multimedia production companies, as well as area cable and television stations. These experiential courses or COMM-690 Independent Study Project may be used in addition to or in lieu of stated course requirements with permission of the student's advisor.
- Students who wish to study in the Czech Republic may enroll in the film and theatre curriculum at the Prague Film Academy (FAMU) through the World Capitals Program. Courses taken at FAMU receive full credit toward the M.F.A. in Film and Electronic Media.

Kogod School of Business

- Administration and Faculty
- Undergraduate Programs
- Graduate Programs

Dean Myron J. Roomkin

Senior Associate Dean for Academic Affairs Frank L. DuBois

Associate Dean for Administration Firouz Bahrampour

Director of Graduate Programs August Schomburg

Director of Graduate Admissions and Financial Aid
Sondra Smith

Director of Undergraduate Programs Lawrence Ward

Graduate Academic Counselor Emily Faile

Undergraduate Academic Advisors Arthur Harris,
Rahime Howard, Uma Saini

Full-Time Faculty

University Professor H.K. Baker

Professor Emeritus/a C.I. Bartfeld, T.V. DiBacco,
H. Glazer, L.L. Karadbil, J. Owens, W.H. Peters, M. Seldin,
J.H. Sood, H.E. Striner (University Professor Emeritus)

Professor J.D. Benjamin, D.R. Brenner, P. Chinloy,
R.B. Edelman, G.T. Ford, S.R. Holmberg, D.M. Khamata,
D.C. Martin, M.B. Mazis, T. Mroczkowski, M.J. Roomkin,
M.P. Sampson, F.D. Tuggle, E.A. Wasil, D.T. Williamson
Associate Professor Emeritus J.R. Butts, R. Einhorn,
S.H. Ivison, Jr., J. Kokus, Jr., P.S. Shen, R.M. Springer, Jr.

Associate Professor A. Adhikari, B.J. Bird, G.F. Bulmash,
E. Carmel, S.R. Chidamber, W.H. DeLone, F.L. DuBois,
K.A. Getz, M. Hastak, D.C. Jacobs, P.J. Jacoby, P.C. Kumar,
R.L. Losey, M.A. Mass, A. Mitra, A.C. Perry, C.D. Pham,
L.A. Riddick, V. Selman, J.L. Swasy, R.B. Thompson,
R.J. Volkema

Assistant Professor Emeritus J.F. Magnotti

Assistant Professor R.C. Anderson, J.M. Bailey, L.D. Clarke,
A.I. Duru, S.W. Fowler, R.G. Linowes, J. Mallek, D.M. Reeb,
M.A. Robe, P.M. Rudolph, T.A. Slivinski

Instructor J. Allee, M.A. Clark, J.A. Klein, N. Myhr,
D. Zwick

Mission and Objectives

As a professional school of business administration, the Kogod School of Business provides an educational experience of the highest quality for its students; conducts scholarship of significance for both academic and professional audiences; and provides service to academic, professional, and business communities. In all these activities the school, taking advantage of its location in a world capital, emphasizes the interrelationships among business organizations, international and domestic institutions, and governments.

Through its pedagogy and research, the Kogod School of Business:

- Prepares individuals to identify, analyze, and understand the interrelationships among business organizations, international and domestic institutions, and governments;
- Develops individuals who can lead organizations toward economic success and social responsibility in the global marketplace of the twenty-first century;
- Prepares individuals to integrate information resources and technologies to enable them to anticipate and manage change;
- Advances knowledge of issues and practices affecting business organizations, international and domestic institutions, and governments;
- Enhances its reputation for high quality scholarship germane to academic, professional, business, and government audiences; and
- Emphasizes, as a pervasive element of all programs and activities, ethical, professional, and socially responsible business practices.

Accreditation

Both the business and accounting programs of the Kogod School of Business are accredited by AACSB, the International Association for Management Education.

Departments and Special Centers

The school is made up of five departments: Accounting, Finance and Real Estate, Management, Marketing, and International Business. The Accounting Department oversees the instruction of all courses pertaining to accounting, taxation, and business law. The Department of Finance and Real Estate provides courses in finance, financial institutions, managerial economics, and real estate. The Management Department provides instruction in the areas of human resources, information technology, organizational behavior, entrepreneurship, policy and strategy development, production/operations, and ethics. The Department of Marketing teaches courses in consumer behavior, research, promotion, sales, retailing, marketing of technology, and marketing strategy development. The Department of International Business offers a variety of international courses that cover all of the business disciplines, including marketing, human resources management, finance, accounting, and trade.

The Center for Marketing Policy Research sponsors research and disseminates information on the effects of government policy on the marketing of goods and services.

The Management Department's Family Business Forum is a membership organization comprised of leading Washington, D.C. area family businesses. The forum provides a variety of educational programs which are dedicated to actively assisting families in business to address and resolve their succession, management, ownership and strategic issues.

Honorary Societies and Fraternities

The school recognizes both academic and professional achievement by students and alumni through membership in national honorary societies.

Beta Gamma Sigma, founded in 1913, is the honor society for scholars in the field of business and management. It is linked with the International Association for Management Education and members elected to the society attain the highest national honor for students in business or management.

The honor society for scholars in international business, Epsilon Chi Omicron, seeks to enhance the quality of education in international business and to provide its members—junior and senior students and recent graduates—the opportunity to learn from each other.

The Lambda Nu Chapter of Alpha Kappa Psi Fraternity was installed in Kogod in 1982. The organization is a professional business fraternity dedicated to the principles of professional development, ethical standards, and service in the conduct of business.

Student Clubs

There are numerous student clubs in the Kogod School of Business that support students' academic programs.

The Undergraduate Business Association (UBA) serves as a complement to the Kogod educational experience by providing students the opportunity to network, to develop leadership skills,

to experience field trips, to be exposed to a wide array of guest speakers, and to compete in the case competition.

The Graduate Business Association (GBA) provides graduate students a unified voice, encourages participation in decision making, promotes academic excellence, facilitates professional skills development, and enhances the quality of academic and social life.

The Finance Club hosts guest speakers on topics such as careers in finance, investment and financial techniques, financial problem solving, and regulation of financial markets. The club also sponsors field trips to financial institutions and marketplaces such as NASDAQ and the World Bank.

The Kogod Investment Group (KIG) provides both graduate and undergraduate students with an introduction to markets and investing through the management of real securities portfolios. The portfolios total approximately \$50,000 and are created by American University students with the advice of faculty and experts from the financial services industry.

The American Marketing Association is the student chapter of the world's leading society of marketing professionals. Its purpose is to promote education, assist in career development, and advance the science and ethical practice of marketing.

The Society of Human Resources Management (SHRM) is a student chapter of the world's largest human resources management association. SHRM provides education and information services, conferences, seminars, government and media representation, on-line services, and publications to its professionals and students.

The International Business Student Association (IBSA) brings together scholars and professionals to exchange information and ideas in a multinational and multicultural environment. The association provides leadership in the areas of international business and economic research and practice. It sponsors forums, encourages research collaboration, and supports educational activities of the highest professional quality.

MoGIT Club is a student organization designed to augment leadership and education in information technology. It provides a valuable link to the business community, providing exposure and career opportunities in the information technology field.

Study Abroad Programs

The Department of International Business and the University of Paris-Dauphine offer an exchange program for upper-level undergraduate, as well as graduate students. American University students attend the prestigious French business school, and students from Dauphine come to American University. Students may earn a full semester of credit toward their degree programs, including a variety of core and upper-division business courses. Classes are taught in French and students also attend conferences and seminars organized by Universite Paris-Dauphine and learn about French and European management and business culture.

In the spring and fall semesters undergraduate have the opportunity to attend the Euro American Institute of Technology (EAI Tech) located in Sophia Antipolis on the French Riviera. Classes at EAI Tech are taught in English and include a wide variety of business core and upper-division courses. Students also have the opportunity to study French and do internships at high-tech international companies.

Undergraduate Programs

Bachelor of Science in Business Administration (B.S.B.A.)

The Business Administration program has a liberal arts based curriculum that provides in the business core a broad knowledge of business functions while emphasizing the global business environment. In addition to the business core, majors must complete an approved area of specialization. The objectives of the B.S.B.A. program are:

- To develop in each student the ability to write and speak effectively, an appreciation of the arts and humanities, an awareness of social and political problems and the international and intercultural traditions that shape our world, as well as a background in the natural sciences and the application of mathematics and statistics to business and economic problems.
- To develop an understanding of the American and international economic systems and the important relationship between business and government.
- To develop a global perspective on business operations.
- To provide an understanding of the organizational dynamics of the business enterprise and interpersonal skills necessary for effective management.
- To provide a background in the concepts, processes, and institutions of the production and marketing of goods and services and the financing of business organizations.
- To provide a foundation in the concepts and application of accounting, quantitative methods, and information technology.
- To stimulate the student's intellectual curiosity, to develop the ability to think creatively and reason logically, and to encourage a respect for demographic diversity and ethical principles.

Admission to the Program

Freshman applicants should have demonstrated above average performance in their college preparatory courses in secondary school. Scores on the Scholastic Assessment Test (SAT) should indicate that the applicant has the potential for success in a rigorous university degree program. Due to the quantitative emphasis of the business administration curriculum, it is strongly recommended that applicants take the SAT II Math test for placement purposes.

The International Marketing Program enables both business and non-business students to gain international experience through a semester of course work offered in Brussels through the World Capitals Program. Students in the program take IBUS-301 International Marketing, MKTG-301 Buyer Behavior, IBUS-320 Practice of Business in the EU, and either an internship or a French language course.

In addition to the requirements for transfer admission described in the Undergraduate Study chapter, transfer applicants to the business school from other collegiate institutions should have a minimum grade point average of 2.50 (on a 4.00 scale). This standard also applies to students transferring to the school from the nondegree program at American University.

All B.S.B.A. transfer students are required to take MGMT-458 Business Policy and Strategy and at least 18 upper-level credit hours towards their major requirements in residence. Transfer credits for upper-division business courses are subject to validation by the appropriate department chair. Transfer credit may be conditional on successful completion of a more advanced course at American University.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Please refer also to the General Education Program chapter. Business students should fulfill General Education requirements before beginning the junior year of study.

Note: Curricular Area 4 may be fulfilled by ECON-100G Macroeconomics and ECON-200G Microeconomics.

Major Requirements

- A total of 120 credit hours with a cumulative grade point average of 2.00 or higher
 - Non-business prerequisite and required courses: 60 credit hours
- Accreditation standards for business programs require that students complete a minimum of 60 credit hours of course work outside the Kogod School of Business.

Note: IBUS-200/IBUS-200G Global Marketplace 3:2 and FIN-200/FIN-200G Personal Finance and Financial Institutions 4:2 are considered business courses and may not count toward the non-business course requirement even if they are taken for General Education credit.

- Business core courses: 36 credit hours with grades of C or better (pass/fail grades are not permitted)
- Area of Specialization: a minimum of 12 credit hours with grades of C or better (pass/fail grades are not permitted)
- Free electives: 12 credit hours

Note: Students may take more than 60 credit hours of business courses, as long as they meet the minimum of 60 credit hours of non-business course work.

Declaration of Area of Specialization

It is recommended that the area of specialization be declared no later than the second semester of the junior year. A student's area of specialization must be approved by the business school's Office of Undergraduate Programs. The minimum standards of performance that must be achieved prior to approval are:

- A total cumulative grade point average of 2.00 (on a 4.00 scale)
- A grade point average of 2.00 in MATH-211 Applied Calculus I and STAT-202 Basic Statistics
- A minimum grade of C in ECON-100/ECON-100G Macroeconomics and ECON-200/ECON-200G Microeconomics

Course Requirements

Students are responsible for fulfilling university and school requirements following a prescribed sequence. The academic counselors in the Kogod School's Office of Undergraduate Programs or faculty advisors must be consulted for counseling and advice when preparing class schedules. However, it is the student's responsibility to consult course descriptions to identify course prerequisites and when courses are usually offered.

University Requirements

- LIT-100 or LIT-102 College Writing (3)
- LIT-101 or LIT-103 College Writing Seminar (3)
- MATH-15x Finite Mathematics (3) or by examination (see also the University Mathematics Requirement.)

Non-business Requirements

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
 - ECON-200/ECON-200G Microeconomics 4:2 (3)
 - MATH-211 Applied Calculus I (4) or MATH-221 Calculus I (4) (for students with a stronger background in mathematics)
- Students needing to strengthen their quantitative skills should begin with MATH-157 Finite Mathematics: Business.
- STAT-202 Basic Statistics (4)
 - All business students must complete 6 credit hours in foreign language or approved international or cross-cultural courses from the following:
 - SIS-161 Civilizations of Asia (3) and School of International Service (SIS) courses at the 200 level and above
 - Courses from the Department of Language and Foreign Studies, College of Arts and Sciences
 - Curricular Area 3 (International and Intercultural Experience) courses may be used to meet this requirement, but the 6 credit

hours must be in addition to those taken to fulfill the General Education Requirement

World Capitals Program courses (if not used to fulfill another requirement), international cooperative education, or other approved study abroad programs

Business Core Courses (12 required courses)

C = Computer-intensive courses; these courses include assignments using computer software packages that account for a significant part of the course grade.

Business students may use the Kogod/Economics Computer Lab as well as other computer labs on campus. Students are also encouraged to purchase their own computers. Hardware and software requirements can be found in the American University/Kogod School computer acquisition guidelines.

W = Written communication emphasis; these courses emphasize development of business writing skills and include numerous written assignments that account for a significant part of the course grade.

O = Oral communication emphasis; these courses emphasize development of oral communication skills and include oral reports that account for a significant part of the course grade.

All business core courses cover relevant international topics and issues.

- ACCT-201 Legal Issues in Business (3)
- ACCT-240 Principles of Financial Accounting (3)
- ACCT-241 Principles of Managerial Accounting (C) (3)
- FIN-365 Corporate Finance (C) (3)
- IBUS-300 Fundamentals of International Business (W) (3)
- MGMT-252 Business, Government, Ethics and Society (W) (O) (3)
- MGMT-352 Introduction to Management Information Systems (C) (3) or

Students who select the area of specialization in accounting may take one of the following:

- CSIS-100 Computers and Information (3)
 - CSIS-211 Introduction to Computer Information Systems (3)
 - CSIS-280 Introduction to Computer Science I (4)
 - MGMT-353 Principles of Organizational Theory, Behavior and Management (W) (3)
 - MGMT-355 Production/Operations Management (C) (3)
 - MGMT-458 Business Policy and Strategy (W) (O) (3)
 - MKTG-300 Principles of Marketing (W) (3)
 - One upper-level international business (IBUS-xxx) course (3)
- An international business course related to the student's area of specialization is recommended. The selected course may not also count toward the area of specialization requirement, except for students who complete two areas of specialization

Area of Specialization

Business majors must select a specialization from the approved specializations listed below, or design a custom specialization with the approval of their Kogod advisor. Specializations must include a minimum of 12 credit hours. Students who choose a second area of specialization must also take a minimum of 12 credit hours in the second specialization.

Accounting (15 credit hours)

- ACCT-340 Intermediate Financial Accounting I (3)
- ACCT-341 Intermediate Financial Accounting II (3)
- ACCT-345 Cost Accounting (3)
- ACCT-350 Modeling Business Processes for Accounting Information Systems (3)
- ACCT-443 Taxation I (3)

Business Information Technology (12 credit hours)

- ACCT-350 Modeling Business Processes for Accounting Information Systems (3)
- CSIS-234 Programming Concepts I (3)
- CSIS-455 Introduction to Systems Analysis (3)
- MGMT-454 Fundamentals of Electronic Commerce (3)

Advanced option: Students interested in taking additional information technology course work should choose from the following:

- CSIS-235 Programming Concepts II (3)
- CSIS-315 Organizational Aspects of Information Systems (3)
- CSIS-460 Applied Systems Design (3)
- CSIS-543 Object-Oriented Analysis and Design (3)

Enterprise Management (12 credit hours)

- MGMT-381 Managing Human Resources (3)
- MGMT-386 Entrepreneurship (3)
- MGMT-387 Management and Leadership Development (3)
- MGMT-454 Fundamentals of Electronic Commerce (3)

Finance (12 credit hours)

- FIN-468 Advanced Financial Management (3)
- Three courses from the following:
FIN-373 Real Estate Principles and Transactions (3)
FIN-464 Financial Markets and Institutions (3)
FIN-465 Derivative Securities (3)
FIN-469 Investment Analysis (3)
FIN-474 Real Estate Finance and Economics (3)

Students with a finance specialization should take IBUS-302 International Finance as their second international business course requirement (see business core requirement above).

Human Resource Management (12 credit hours)

- MGMT-381 Managing Human Resources (3)
- MGMT-384 Managing Performance (3)
- MGMT-481 Managing Compensation Systems (3)
- One course from the following:
IBUS-507 International Human Resource Management (3)
MGMT-382 Employee Involvement and Labor Policy (3)
MGMT-386 Entrepreneurship (3)
MGMT-387 Management and Leadership Development (3)
MGMT-585 Managing Diversity: Recruiting and Selecting the Workforce (3)

International Business (12 credit hours)

- IBUS-301 International Marketing (3)
- IBUS-302 International Finance (3)
- IBUS-404 International Accounting and Financial Consulting (3)
- IBUS-507 International Human Resources Management (3)

International Finance (12 credit hours)

- FIN-464 Financial Markets and Institutions (3)
- FIN-468 Advanced Financial Management (3)
- IBUS-302 International Finance (3)
- IBUS-404 International Accounting and Financial Consulting (3)

International Management (12 credit hours)

- IBUS-401 Cultural Environment of International Business (3)
- IBUS-507 International Human Resource Management (3)
- MGMT-386 Entrepreneurship (3)
- MGMT-454 Fundamentals of Electronic Commerce (3)

International Marketing (12 credit hours)

- IBUS-301 International Marketing (3)
- IBUS-408 Export/Import Management (3)
- MKTG-301 Consumer Behavior (W) (3)
- MKTG-302 Marketing Research (C) (3)

Marketing (12 credit hours)

- MKTG-301 Consumer Behavior (3)
- MKTG-302 Marketing Research (3)
- Two courses from the following:
MKTG-311 Internet Marketing (3)
MKTG-402 Marketing Strategy (3)
MKTG-411 Advertising and Marketing Communications Management (3)
MKTG-412 Advertising and Promotion Campaigns (3)
MKTG-431 Direct Response Marketing (3)

Students with a marketing specialization should take IBUS-301 International Marketing as their second international business course requirement (see business core requirement above).

Economics (15 credit hours)

- ECON-300 Intermediate Microeconomics (3)
- ECON-301 Intermediate Macroeconomics (3)
- Three additional upper-level (300 or above) economics (ECON-xxx) courses

International Communication (12 credit hours)

- SIS-140/SIS-140G Cross-Cultural Communication 3:1 (3)
- SIS-340 Foundations of International Communication (3)
- SIS-341 Intercultural Communication (3)
- SIS-349 Selected Topics in International Communication (3)

International Development (12 credit hours)

- Four courses from the following:
ECON-110/ECON-110G The Global Majority 3:1 (3)
ECON-307 Economic Development (3)
ECON-308 History of Economic Development (3)
GOVT-235/GOVT-235G Dynamics of Political Change 3:2 (3)
HIST-120/HIST-120G Imperialism and Revolution 3:1 (3)
LIT-150/LIT-150G Third World Literature 3:1 (3)
SIS-110/SIS-110G Beyond Sovereignty 3:1 (3)
SIS-337 International Development (3)
SIS-537 Special Topics in Development Management (3)

SOCY-110/SOCY-110G Views from the Third World 3:1 (3)
 SOCY-285/SOCY-285G Education for International Development 3:2 (3)

International Economics/International Economic Policy (12 credit hours)

- Four courses from the following:
 ECON-311 International Economics (3)
 ECON-371 International Economics: Trade (3)
 ECON-372 International Economics: Finance (3)
 SIS-215/SIS-215G Competition in an Interdependent World 3:2 (3)
 SIS-389 Special Topics in Policy Analysis (3)
 SIS-465 International Trade and Investment Relations (3)
 SIS-466 International Monetary and Financial Relations (3)
 SIS-504 Multinational Corporations (3)
- Regional Area Specialization (12 credit hours)**
- 12 credit hours from a B.A. in International Studies regional area specialization (see the School of International Service chapter in this catalog). Regional areas include: Africa, the Americas, Asia, Europe, the Middle East, and Russia and Central Eurasia.

Double Majors

In lieu of an area of specialization, students may take a double major in Business Administration and either Computer Information Systems or Economics.

Computer Information Systems (36 credit hours)

- CSIS-234 Programming Concepts I (3)
 - CSIS-235 Programming Concepts II (3)
 - CSIS-315 Organizational Aspects of Information Systems (3)
 - CSIS-325 Computer Hardware and Systems Software (3)
 - CSIS-440 Database Management in Computer Information Systems (3)
 - CSIS-455 Introduction to Systems Analysis (3)
 - CSIS-460 Applied Systems Design (3)
 - CSIS-465 Designing and Writing Computer Documentation (3)
 - CSIS-480 Senior Seminar in Computer Information Systems (3)
 - CSIS-485 Senior Workshop in Computer Information Systems (3)
 - Two computer information systems electives (CSIS-xxx), excluding CSIS-392 Cooperative Education Field Experience Economics (43 credit hours)
 - ECON-100/ECON-100G Macroeconomics 4:1 (3)*
 - ECON-200/ECON-200G Microeconomics 4:2 (3)*
 - ECON-300 Intermediate Microeconomics (3)
 - ECON-301 Intermediate Macroeconomics (3)
 - STAT-202 Basic Statistics (4)*
- *These courses count toward both the Economics major and the non-business prerequisite requirements for the Business Administration major.

- Six additional economics (ECON-xxx) courses at the 300 level or above
- Related field: three courses from the related course requirement of the B.A. in Economics; field may be business administration courses (see Department of Economics).

Student Status

The Kogod School of Business has two undergraduate classifications: lower-division (corresponding to the freshman and sophomore years), and upper-division (corresponding to the junior and senior years). In the lower-division, students complete university requirements in college writing and mathematics, the university General Education program, non-business prerequisites to the upper-division courses (economics and statistics), and required courses MGMT-252 Business, Government, Ethics and Society, ACCT-240 Principles of Financial Accounting, ACCT-241 Principles of Managerial Accounting, and ACCT-201 Legal Issues in Business. The upper-division is devoted primarily to the completion of the professional courses in business.

A course prerequisite of lower-division standing means 24 credits earned; upper-division standing means 54 credit hours earned. Upper-division standing is required for registration in all 300- and 400-level courses. The associate dean for undergraduate programs must approve any exceptions.

Cooperative Education Program

Qualified students majoring in business are encouraged to participate in the Cooperative Education Program which provides field experience in jobs related to their academic programs and career goals. The program enables students to make career decisions and prepare for entry into the professional job market while earning degree credit in part-time placements. Positions may be with businesses, local, state, or federal governments or community, social service, or not-for-profit organizations.

Undergraduate students must have upper division standing plus 12 credit hours in business, including any relevant core courses specified by the Kogod department. The credit earned in a co-op course can be used only for a free business elective course, not to replace a core or area of specialization course.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon school recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options. See the section on the University Honors Program in this catalog for further details.

Bachelor of Science in Accountancy (B.S.A.)

The B.S. in Accountancy program is a liberal arts based curriculum that provides a broad background in business as well as comprehensive and in-depth coverage of accounting. The program prepares students for professional positions in public accounting firms, corporations, not-for-profit organizations, and government. The B.S. in Accountancy is also designed to prepare students for the Uniform Certified Public Accountant Exam. Additionally, the program assists students in identifying their career objectives and formulating a plan to achieve their goals through a combination of academic and work experiences.

The distinctive features of the B.S. in Accountancy include:

- A Professional Accounting Career and Education (PACE) Plan. Students establish personalized career and educational goals, select courses that complement the study of accounting and assist students in achieving their goals, and complete a career-oriented experiential learning activity such as a co-op or internship.
- A strong foundation in business administration and management from a global perspective.
- Oral and written communication, interpersonal and computer skills. Business core and accounting courses emphasize the development of essential capabilities needed by accounting graduates.
- A minimum of 60 credit hours of course work in liberal arts and natural sciences and 30 credit hours of business core courses. Students take 18 credit hours in the accountancy major beyond the business core.
- An emphasis on professional responsibilities and ethics throughout the accounting curriculum. Relevant topics, issues, and assignments related to ethics and business-government relations are covered in two business core courses, MGMT-252 Business, Government, Ethics and Society and ACCT-201 Legal Issues in Business.
- A professional speaker series brings to campus distinguished professionals from public accounting firms, government agencies, financial institutions, non-profit entities, and other business and professional organizations in the Washington, D.C. area.

Admission to the Program

Freshman applicants should have demonstrated above average performance in their college preparatory courses in secondary school. Scores on the Scholastic Assessment Test (SAT I) should indicate that the applicant has the potential for success in a rigorous professional degree program.

In addition to the requirements for transfer admission described in the Undergraduate Study chapter of this catalog, transfer applicants to the business school from other collegiate institutions should have maintained a minimum grade point average of 2.50 (on a 4.00 scale). This standard also applies to stu-

dents transferring to the school from the nondegree program at American University.

All B.S.A. transfer students are required to take a minimum of 27 credit hours in the Kogod School including MGMT-458 Business Policy and Strategy and at least 18 upper-level credit hours towards their major requirements in residence. Transfer credits for upper-division business courses are subject to validation by the department chair. Transfer credit may be conditional on successful completion of a more advanced course at American University.

Entering freshmen and transfer students will initially be granted provisional admission to the B.S.A. program. Formal admission requires subsequent departmental approval.

It is recommended that all students formally apply for admission to the major at the end of the second semester of their sophomore year.

The minimum standards of performance that must be achieved prior to approval are:

- A total cumulative grade point average of 2.00 (on a 4.00 scale)
- A cumulative grade point average of 2.00 in MATH-211 Applied Calculus I, STAT-202 Basic Statistics, and either CSIS-100 Computers and Information, CSIS-211 Introduction to Computer Information Systems, or CSIS-280 Introduction to Computer Science I
- A minimum grade of C in ECON-100/ECON-100G Macroeconomics and ECON-200/ECON-200G Microeconomics

Students from other degree-granting units of American University must satisfy the standards listed above before being accepted on transfer into the Kogod School of Business and the B.S. in Accountancy.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Note: Please refer also to the General Education Program chapter. Kogod students should fulfill General Education requirements before beginning the junior year of study. Curricular Area 4 may be fulfilled by ECON-100 Macroeconomics and ECON-200 Microeconomics.

Major Requirements

- A total of 120 credit hours with a cumulative grade point average of 2.00 or higher
- Non-business prerequisite and required courses: 60 credit hours

Accreditation standards for business programs require that students complete a minimum of 60 credit hours of course work outside the Kogod School.

Note: IBUS-200/IBUS-200G Global Marketplace 3:2 and FIN-200/FIN-200G Personal Finance and Financial Institutions 4:2 are considered business courses and may not count toward the non-business course requirement even if they are taken for General Education credit.

- Business core courses: 30 credit hours with grades of C or better (pass/fail grades are not permitted)
- Required upper-level accounting courses: 18 credit hours with grades of C or better (pass/fail grades are not permitted)
- Career-oriented experiential learning activity: 0–3 credit hours

Course Requirements

Students are responsible for fulfilling university and school degree requirements following a prescribed sequence. The Kogod Office of Undergraduate Programs and Accounting Department faculty must be consulted for counseling and advice.

University Requirements

- LIT-100 College Writing (3) or LIT-102/LIT-130/LIT-205/ELI-200
- LIT-101 College Writing Seminar (3) or LIT-103/LIT-131/ELI-201 (Students eligible to waive this requirement must take either LIT-180 Writing Workshop or LIT-203 Business Writing)
- MATH-211 Applied Calculus I (4)
Students needing to strengthen their quantitative skills should begin with MATH-157 Finite Mathematics: Business.

Non-business Requirements

- COMM-310 Public Speaking (3)
- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- STAT-202 Basic Statistics (4)
- One of the following:
CSIS-100 Computers and Information (3)
CSIS-211 Introduction to Computer Information Systems (3)
CSIS-280 Introduction to Computer Science I (4)
- Accounting complement (6) (see PACE Plan, below)
- Non-business electives (3–7)

Business Core Courses (30 credit hours)

- ACCT-201 Legal Issues in Business (3)
- ACCT-240 Principles of Financial Accounting (3)
- ACCT-241 Principles of Managerial Accounting (3)
- FIN-365 Corporate Finance (3)
- IBUS-300 Fundamentals of International Business (3)
- MGMT-252 Business, Government, Ethics and Society (3)
- MGMT-353 Principles of Organizational Theory, Behavior and Management (3)
- MGMT-355 Production/Operations Management (3)
- MGMT-458 Business Policy and Strategy (3)
- MKTG-300 Principles of Marketing (3)

Accountancy Major Requirements (18 credit hours)

- ACCT-340 Intermediate Financial Accounting I (3)
- ACCT-341 Intermediate Financial Accounting II (3)
- ACCT-345 Cost Accounting (3)
- ACCT-350 Modeling Business Processes for Accounting Information Systems (3)
- ACCT-443 Taxation I (3)
- ACCT-549 Auditing (3)

Co-op, Internship or Experiential Learning Activity (0–3 credit hours)

Professional Accounting Career and Education (PACE) Plan

All students must prepare and implement a Professional Accounting Career and Education (PACE) Plan as an integral part of their program. Students are assigned an accounting faculty advisor when they declare their intention to major in accountancy. PACE Plans are developed in consultation with faculty advisors and are subject to approval by the department chair. Each student's PACE Plan includes the following:

- Development of a personalized statement of the student's educational and career objectives associated with pursuing the B.S. in Accountancy.
- Specification of General Education course selections including a brief explanation of the linkage of the selected courses to the student's academic and career objectives.
- Development of an "accounting complement," comprised of at least two related non-business courses (6 credit hours) beyond university and General Education requirements in an area that complements the student's professional accounting education. A complement may be a minor in another field.
- Completion of a career-oriented learning requirement: all students participate in a co-op, internship or other experiential learning activity as part of their program.
Co-ops and internships, either paid or unpaid, may be with businesses, local, state or federal government, or community, social service or not-for-profit organizations. All co-ops must be taken for academic credit, but students have the option of fulfilling the experiential learning requirement through non-credit internships. Students are required to submit an Experiential Learning Report on their co-op, internship, or other experiential learning activity.

Student Status

The Kogod School of Business has two undergraduate classifications: lower-division (corresponding to the freshman and sophomore years), and upper-division (corresponding to the junior and senior years). In the lower-division, students complete university requirements in college writing and mathematics, the university General Education program, non-business prerequisites to the upper-division courses (economics and statistics), and required courses MGMT-252 Business, Government, Ethics and Society, ACCT-240 Principles of Financial Accounting, ACCT-241 Principles of Managerial Accounting, and

ACCT-201 Legal Issues in Business. The upper-division is devoted primarily to the completion of the professional courses in business and accounting.

A course prerequisite of lower-division standing means 24 credits earned; upper-division standing means 54 credit hours earned. Upper-division standing is required for registration in all 300- and 400-level courses. The associate dean for undergraduate programs must approve any exceptions.

Cooperative Education Program

Students are encouraged to fulfill their requirement for career-oriented experiential learning through the Cooperative Education Program. This program enables students to make career decisions and prepare for entry into the professional job market while earning degree credit in part-time placements with businesses, government, and not-for-profit organizations.

Undergraduate students must have upper division standing plus 12 credit hours in business, including any relevant core courses specified by the business school. The credit earned in a co-op course can be used only for a free elective course.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon school recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options. See the section on the University Honors Program in this catalog for further details.

Washington Semester in International Business and Trade

This special program offered in the fall and spring semesters draws on the unique environment of Washington, D.C., focusing on the interplay between national government institutions and the business sector. Students study the impact of government policies and actions on international business and trade through seminars with decision makers and business leaders, internships with organizations in Washington, and research. Students earn undergraduate credits which may be applied toward a bachelor's degree.

Admission to the Program

The program is open to non-business students at American University and to students of affiliated institutions from across

the country. Requirements for admission to the program are: nomination by a faculty representative of the Washington Semester Program; a minimum grade point average of 2.50 (on a 4.00 scale); and at least second-semester sophomore standing.

Course Requirements

- IBUS-420 International Business and Trade Seminar I (4)
- IBUS-421 International Business and Trade Seminar II (4)
- IBUS-422 International Business and Trade Research Project (4) *or*
an elective course may be substituted for the research project
- IBUS-423 International Business and Trade Internship (4)

International Marketing Program in Brussels

The International Marketing Program enables both business and non-business students to gain international experience through a semester of course work offered in Brussels. Students in the program take IBUS-301 International Marketing, MKTG-301 Buyer Behavior, IBUS-320 Practice of Business in the EU, and either an internship or a French language course.

Minor in Business Administration

Designed to provide a minimum coverage of the common body of knowledge in business administration for non-business majors.

Minor Requirements

- 24 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

Note: ECON-100 Macroeconomics and ECON-200 Microeconomics are prerequisites to MKTG-300 Principles of Marketing; STAT-202 Basic Statistics is a prerequisite to FIN-365 Corporate Finance. These courses must be successfully completed before starting the minor in Business Administration.

- ACCT-201 Legal Issues in Business (3)
 - ACCT-240 Principles of Financial Accounting (3)
 - ACCT-241 Principles of Managerial Accounting (3)
 - FIN-365 Corporate Finance (3)
 - IBUS-300 Fundamentals of International Business (3)
 - MGMT-252 Business, Government, Ethics and Society (3)
 - MGMT-353 Principles of Organizational Theory, Behavior and Management (3)
 - MKTG-300 Principles of Marketing (3)
- While not required, CSIS-211 Introduction to Computer Information Systems (3) or equivalent is highly recommended:

Graduate Programs

Internship for Credit Program

Graduate students may earn elective credit for internships that are related to their academic program and their career goals. These positions are full or part time and are usually with businesses, state or federal governments, or not-for-profit organizations. Students who elect to do an internship for credit will be assigned a faculty member who will guide and evaluate the students' learning process.

To be eligible for an internship for credit, students must be in good academic standing (at least a 3.0 GPA) and M.B.A. students must have completed course work through MGMT-618. Before students apply they must obtain appropriate signatures from their academic advisors (international students also need approval from International Student Services), and provide a position description from the employer. All internships are reviewed and approved for credit by the faculty advisor. Students are required to demonstrate what they have learned through written papers or reports. Specific requirements are set by the faculty in the syllabus. Students doing an internship for credit must work a minimum of 16 hours per week for at least 12 weeks. Students register after they are selected for a position by an employer and have all the necessary forms completed. A maximum of 3 internship credit hours, taken as elective credit, may be applied toward a student's degree program requirements.

Master of Business Administration (M.B.A.)

The goal of the M.B.A. program is to develop practical business managers with both the analytical ability and managerial skills to be able to succeed in the complex, technical arena of world-wide businesses today and in the future.

The M.B.A. program contains within its required curriculum the business perspectives and core areas required by the International Association for Management Education. The M.B.A. is a broad, general management program with the opportunity for emphasis in two business fields.

Addition to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must have earned a satisfactory score on the Graduate Management Admission Test (GMAT) and a satisfactory grade point average for the last 60 hours of academic work from a Council on Postsecondary Accreditation (COPA) regionally-accredited institution.

Applicants whose first language is not English are also required to take the TOEFL (Test of English as a Foreign Language) and demonstrate English language proficiency.

Students are admitted to the M.B.A. program starting in August or January. Full-time students generally take between 12 and 15 credit hours per semester, which allows for completion

of the degree in four semesters (or three semesters for those who have waived 12 credit hours). Within the limits of prerequisites and course availability, part-time students may move through the program at their own pace. Students may switch between the full-time and the part-time program with the approval of the director of graduate programs.

Degree Requirements

- 51 credit hours of approved graduate course work including 30 credit hours of required courses and 21 credit hours of electives.

Up to 12 credit hours of course work from the required core courses may be waived if students have taken equivalent course work at the undergraduate level in the past seven years and received grades of B or better. To waive courses with prerequisites, students must also waive the prerequisite courses with grades of B or better. Any courses waived by special exception from the 12 credit hour Advanced Breadth are waived with replacement of an equal number of credits of other course work.

Up to 9 credit hours earned at another AACSB-accredited MBA program (or the University of Paris-Dauphine) may be transferred and applied the Kogod MBA requirements.

A minimum of 30 credits taken in residence from the Kogod School of Business is required for the M.B.A.

The 21 elective credit hours allow students to declare up to two concentrations. Concentrations may be chosen from those below or individually designed by students with the approval of the director of graduate programs. No more than 12 credit hours may be taken in any one subject area. Concentrations may be designed from course work from other academic units of American University; however, no more than 9 credit hours may be taken outside of the Kogod School of Business, with the exception of dual or joint degree programs. No more than one concentration may be taken in a department (see below).

M.B.A. students may take a maximum of 6 credit hours in 500-level courses or graduate courses which meet concurrently with undergraduate courses.

- Intensive writing requirement:
MGMT-624 Applied Strategic Management in a Global Environment (3) or
MGMT-625 Integrative Field Practicum (3)
and one of the following:
ACCT-623 Business Law (3)
IBUS-618 Manager in the International Economy (3)
MGMT-622 Business, Ethics, and Society (3)
All courses for this requirement must be taken in residence at Kogod with a grade of B or better.
- Orientation requirement: All students are required to participate in the M.B.A. Preparation Program prior to the start of classes in their first semester. The orientation lasts four days for full-time students and one day for part-time students.

Course Requirements**Core (18 credit hours)**

- ACCT-607 Accounting Concepts and Applications (3)
- FIN-605 Managerial Economics (3)
- FIN-614 Financial Management (3)
- MGMT-609 Organizational Behavior and Human Resource Management (3)
- MGMT-610 Applied Managerial Statistics (3)
- MKTG-612 Marketing Management (3)

Advanced Breadth (12 credit hours)

- IBUS-618 Manager in the International Economy (3)
- MGMT-616 Management Information Systems (3)
- MGMT-622 Business, Ethics, and Society (3) *or* ACCT-623 Business Law (3)
- MGMT-624 Applied Strategic Management in a Global Environment (3) *or* MGMT-625 Integrative Field Practicum (3)

Areas of Concentration and Electives (21 credit hours)

- 9 credit hours in an area of concentration
- 9–12 credit hours in a second concentration and/or electives
A maximum of 3 credits hours may be taken in an internship for elective credit (see Internship for Credit Program, above)
Students may not take more than one concentration in a department or subject area, except as noted below.

Accounting

The accounting concentration is designed to prepare graduates for management careers and provide them with basic conceptual knowledge of accounting as a foundation for accounting career development.

- 12 credit hours of accounting course work beyond the M.B.A. core with at least 9 credit hours at the 600 level or above from the following, chosen in consultation with accounting department faculty:
 - ACCT-547 Advanced Financial Accounting (3)
 - ACCT-549 Auditing (3)
 - ACCT-560 Governmental and Not-for Profit Accounting (3)
 - ACCT-604 Tax Planning for Individuals and Business Enterprises (3)
 - ACCT-641 Corporate Financial Reporting (3)
 - ACCT-650 Accounting Information Systems (3)
 - ACCT-670 International Accounting (3)
 - ACCT-725 Modern Management Control Systems (3)
 - ACCT-760 Advanced Auditing and Professional Practice (3)
 - ACCT-770 Current Topics in Accounting (1.5)
 - ACCT-780 Seminar in Accounting Theory (3)
- Graduate taxation courses:
 - ACCT-631 Tax Research and Procedure (3)
 - ACCT-632 Estate and Gift Tax (3)
 - ACCT-633 Corporation Income Taxation I (3)
 - ACCT-740 Corporation Income Taxation II (3)
 - ACCT-741 State and Local Taxation (3)
 - ACCT-742 Special Tax Topics (3)
 - ACCT-743 International Taxation (3)
 - ACCT-745 Employee Benefit Tax Planning (3)

- ACCT-746 Taxation of Real Estate Transactions (3)
- ACCT-747 Partnership Taxation (3)
- ACCT-750 Tax Policy (3)
- ACCT-751 Seminar in Business Tax Planning (3)

Finance and Real Estate

Note: students electing two concentrations may take both finance and real estate.

Finance (9 credit hours)

- FIN-679 Seminar in Finance (3)
- 6 credit hours from the following:
 - FIN-671 Advanced Corporate Financial Management (3)
 - FIN-672 Securities Analysis (3)
 - FIN-674 Financial Futures and Other Derivative Instruments (1.5)
 - FIN-675 Portfolio Management (1.5)
 - FIN-676 Financial Institutions (1.5)

Real Estate (9 credits)

- FIN-720 Real Estate: Managing Properties (1.5)
 - FIN-722 Real Estate Investment (1.5)
 - FIN-723 Real Estate Finance and Mortgage Markets (3)
 - FIN-724 Real Estate Development and Secondary Mortgage Markets (3)
- Exceptions require the approval of the director of graduate programs

International Business**International Finance (9 credit hours)**

- IBUS-634 Legal Issues in International Investment and Trade (1.5)
- IBUS-700 International Finance (3)
- IBUS-701 International Banking (1.5)
- 3 credit hours from the following:
 - ACCT-670 International Accounting (3)
 - FIN-671 Advanced Corporate Financial Management (3)
 - FIN-672 Securities Analysis (3)
 - FIN-673 Mergers and Acquisitions (3)
 - FIN-674 Financial Futures and Other Derivative Instruments (1.5)
 - FIN-675 Portfolio Management (1.5)
 - FIN-676 Financial Institutions (1.5)
 - FIN-677 Financial Statement Analysis (1.5)
 - FIN-678 Quantitative Analysis in Finance (3)
 - FIN-679 Seminar in Finance (3)

International Marketing (9 credit hours)

- IBUS-703 Issues in International Marketing (3)
- IBUS-705 Export/Import Management (1.5)
- 4.5 credit hours from the following:
 - MKTG-760 Brand Strategy (1.5)
 - MKTG-761 Buyer Behavior (1.5)
 - MKTG-762 Promotion Management (1.5)
 - MKTG-763 Advertising Management (1.5)
 - MKTG-764 Survey Methods in Marketing Research (1.5)

International Management (9 credit hours)

- IBUS-507 International Human Resource Management (3)
- IBUS-709 Comparative Management Systems (3)

- 3 credit hours from the following:
IBUS-741 International Technology Transfer (1.5)
IBUS-742 Analysis of International Business Expansion (1.5)
MGMT-640 Foundations of Telecommunications for Managers (1.5)
MGMT-641 Global Collaborative Technology (1.5)
MGMT-650 Global Telecommunications (1.5)
MGMT-651 Systems and Database Design (1.5)
MGMT-652 Strategic Management of Global Information Systems (1.5)
MGMT-653 Managing the Global Information Systems Organization (1.5)
MGMT-654 Impacts of National Information Technology Environments on Business (1.5)
MGMT-656 Current Topics in Management of Global Information Technology (1.5)
MGMT-657 Systems Analysis for Managers (1.5)
MGMT-658 International Electronic Commerce (1.5)
MGMT-661 New Venture in Information Economy (3)
MGMT-662 Managing Small and Growing Companies (1.5)
MGMT-663 Managing a Family Business (1.5)
MGMT-664 Entrepreneurial Leadership and Organizational Creativity (3)
MGMT-666 Strategic Alliances and New Enterprises (1.5)
MGMT-730 Performance Management (3)
MGMT-731 Compensation Systems (3)
MGMT-732 Seminar in Pensions and Benefits Management (3)
MGMT-734 Human Resource Development (1.5)
MGMT-735 Employment Law and the World Economy (3)
MGMT-736 Recruiting and Selecting a Diverse Workforce (3)
MGMT-738 Workforce Planning (1.5)

Management

Note: students electing two concentrations may take management of global information technology with entrepreneurship and management.

Entrepreneurship and Management (9 credit hours)

- 9 credit hours from the following:
MGMT-661 New Venture in Information Economy (3)
MGMT-662 Managing Small and Growing Companies (1.5)
MGMT-663 Managing a Family Business (1.5)
MGMT-664 Entrepreneurial Leadership and Organizational Creativity (3)
MGMT-666 Strategic Alliances and New Enterprises (1.5)

Management of Global Information Technology (MoGIT) (9 credit hours)

MoGIT integrates information technology and global management to provide students with a strong foundation for careers in information technology firms, consulting, and information systems.

- MGMT-640 Foundations of Telecommunications for Managers (1.5)
- MGMT-651 Systems and Database Design (1.5) (prerequisite: MGMT-530 Programming for Managers or equivalent course or work experience)
- MGMT-657 Systems Analysis for Managers (1.5)
- Global requirement:
MGMT-654 Impacts of National Information Technology Environments on Business (1.5)
MGMT-659 Designing Systems for the Global User (1.5)
- 3 credit hours from the following:
MGMT-641 Global Collaborative Technology (1.5)
MGMT-650 Global Telecommunications (1.5)
MGMT-652 Strategic Management of Global Information Systems (1.5)
MGMT-653 Managing the Global Information Systems Organization (1.5)
MGMT-654 Impacts of National Information Technology Environments on Business (1.5) (if not taken for requirement above)
MGMT-656 Current Topics in Management of Global Information Technology (1.5)
MGMT-658 International Electronic Commerce (1.5)
MGMT-659 Designing Systems for the Global User (1.5) (if not taken for requirement above)

Marketing

Marketing Information and Technology (9 credit hours)

- MKTG-750 Internet Marketing Management (1.5)
- MKTG-754 Database Marketing (1.5) or MKTG-755 Geodemographic Market Analysis (1.5)
- MKTG-756 Marketing Strategy for High-Technology Products and Services (1.5)
- 4.5 credit hours from the following:
MGMT-658 International Electronic Commerce (1.5)
MKTG-751 Internet Marketing Project (1.5)
MKTG-752 Relationship Marketing on the Internet (1.5)
MKTG-753 Advertising on the Internet (1.5)
MKTG-754 Database Marketing (1.5) (if not taken for requirement above)
MKTG-755 Geodemographic Market Analysis (1.5) (if not taken for requirement above)

Marketing Management (9 credit hours)

- MKTG-760 Brand Strategy (1.5)
- MKTG-761 Buyer Behavior (1.5)
- MKTG-764 Survey Methods in Marketing Research (1.5)
- 4.5 credit hours from the following:
MKTG-762 Promotion Management (1.5)
MKTG-763 Advertising Management (1.5)
or any other graduate marketing course

Other Areas of Concentration

Concentrations taken in other academic units may include:

School of International Service

Comparative and Regional Studies

Economic Development Management

International Communication

International Economic Policy

International Politics

United States Foreign Policy

Language and Foreign Studies

French, Russian, or Spanish

M.S. in Accounting (M.S.A.)

Note: No new students will be admitted to this program for the 2001–2002 academic year.

M.S. in Finance (M.S.F.)

The objective of the Master of Science in Finance (M.S.F.) program is to provide graduates with greater depth in finance and real estate education than is possible in baccalaureate or M.B.A. programs. Graduates are prepared to analyze complex issues and exercise professional judgment in decision making by drawing on an integrated and comprehensive body of financial knowledge. The program is designed to meet the educational needs of those with or without prior education in business or finance.

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must have earned a satisfactory score on the Graduate Management Admission Test (GMAT) and a satisfactory grade point average for the last 60 hours of academic work from a Council on Post Secondary Accreditation (COPA) regionally accredited institution.

Applicants whose first language is not English may be required to pass a special English proficiency examination before they are allowed to register for Kogod School of Business classes. Certification may also be required by the English Language Institute. Applicants are evaluated for admission for fall, spring, and summer terms. The program may be completed on a full-time or part-time basis.

The prior education of all M.S.F. students will be evaluated upon admission to the program so that an individualized program can be developed in consultation with a finance faculty advisor. Before beginning graduate finance study, all students must have completed an appropriate general foundation in ac-

counting, economics, quantitative methods, and financial management equivalent to 12 credit hours of graduate study.

Degree Requirements

- 30–42 credit hours of graduate course work depending on an evaluation of each student's educational background: Up to 12 credit hours of graduate business foundation courses are required for students with limited preparation for graduate finance courses.
- 30 credit hours of graduate study in finance, real estate, and related fields are required for the degree.

Course Requirements**Business Foundation Courses (12 credit hours)**

- ACCT-607 Accounting Concepts and Applications (3)
 - FIN-605 Managerial Economics (3)
 - FIN-614 Financial Management (3)
 - MGMT-610 Applied Managerial Statistics (3)
- Students who have taken comparable courses within the last five years with a grade of B or better may be able to waive these courses.

Required Courses (9 credit hours)

- FIN-678 Quantitative Methods in Finance (3)
 - FIN-679 Seminar in Finance (3)
 - STAT-514 Statistical Methods (3)
- FIN-678 and FIN-679 fulfill the non-thesis option requirement. Students must receive a grade of B or better for non-thesis option courses.

Advanced Finance and Real Estate Courses (18 credit hours)

- 18 credit hours from the following:
- FIN-671 Advanced Financial Corporate Management (3)
- FIN-672 Security Analysis (3)
- FIN-674 Financial Futures and Other Derivative Instruments (1.5)
- FIN-675 Portfolio Management (3)
- FIN-676 Financial Institutions (1.5)
- FIN-677 Financial Statement Analysis (1.5)
- FIN-690 Independent Study (1–6)
- FIN-720 Real Estate: Managing Properties (1.5)
- FIN-722 Real Estate Investment (1.5)
- FIN-723 Real Estate Finance and Mortgage Markets (3)
- FIN-724 Real Estate Development and Secondary Mortgage Markets (3)
- IBUS-700 International Finance (3)

Elective Courses (3 credit hours)

- 3 credit hours of elective course work
- A maximum of 3 credits hours may be taken in an internship for elective credit (see Internship for Credit Program, above). Accounting, economics, statistics, and other relevant courses or special topics courses may be used with permission of the advisor.

M.S. in Taxation

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must have earned an undergraduate bachelor's degree in business administration from a Council on Post Secondary Accreditation (COPA) regionally-accredited institution with a satisfactory grade point average for the last 60 credit hours and a satisfactory score on the Graduate Management Admission Test (GMAT). Students who have successfully completed the CPA examination may substitute it for the GMAT.

Applicants must demonstrate satisfactory completion of course work equivalent to the Common Body of Knowledge for undergraduate business education as currently defined by the International Association for Management Education (AACSB). In addition, applicants must have completed two semesters of intermediate accounting, and one semester of business law, federal income taxation, and macroeconomics. Any deficiencies in these prerequisite courses must be completed at the graduate level at American University after admission to the program, in addition to other program requirements. M.S. in Taxation students are subject to the same mathematics competency requirements as the M.B.A. students.

Degree Requirements

- 30 credit hours including two required core tax courses (6 credit hours), a research component (6 credit hours), and six elective tax courses (18 credit hours)

Course Requirements

Core Tax Courses (6 credit hours)

- ACCT-630 Legislative and Judicial Foundations of Income Tax (3)
- ACCT-631 Tax Research and Procedure (3)

Research Component (6 credit hours)

There are three options to satisfy the research component; the first two require a written thesis and the third requires two research oriented courses in lieu of a thesis. The thesis and all research component courses must be completed with a grade of B or better.

Option 1

- ACCT-797 Master's Thesis Seminar (6)

Option 2

- ACCT-750 Tax Policy (3)
- ACCT-797 Master's Thesis Seminar (3)

Option 3: Nonthesis Option

- ACCT-750 Tax Policy (3)
- One course from the following:
ACCT-740 Corporation Income Taxation II (3)
ACCT-743 International Taxation (3)
ACCT-746 Taxation of Real Estate Transactions (3)
ACCT-747 Partnership Taxation (3)
ACCT-751 Seminar in Business Tax Planning (3)

Elective Courses (18 credit hours)

- One course from the following:
ACCT-632 Estate and Gift Tax (3)
ACCT-633 Corporation Income Taxation I (3)
- 15 credit hours from the following (courses may not be used to fulfill both the non-thesis research requirement and as an elective):
ACCT-740 Corporation Income Taxation II (3)
ACCT-741 State and Local Taxation (3)
ACCT-742 Special Tax Topics (1-3)
ACCT-743 International Taxation (3)
ACCT-745 Employee Benefit Tax Planning (3)
ACCT-746 Taxation of Real Estate Transactions (3)
ACCT-747 Partnership Taxation (3)
ACCT-751 Seminar in Business Tax Planning (3)
ACCT-752 Seminar in Family Financial Planning (3)

M.A./M.B.A. in International Affairs and Business Administration

The Kogod School of Business and the School of International Service offer a joint degree program through which students may earn a master's degree in International Affairs with a concentration in Comparative and Regional Studies combined with a Master of Business Administration. Students must apply to and be accepted by both schools. Admission is for full-time students only. During the first year of the program, students will move through the program as members of a cohort. Students also participate in a required orientation and special workshops as part of the program. See the Interdisciplinary Programs chapter for a complete description of the program and degree requirements.

J.D. and Master of Business Administration

Admission to the Program

Applicants must satisfy the admission requirements of both the Kogod School of Business and Washington College of Law before being admitted to the program. However, students who have been admitted to Washington College of Law will not be required to take the GMAT.

M.B.A. Degree Requirements

- 51 credit hours of approved graduate course work including 30 credit hours of required courses and 21 credit hours of electives
Up to 12 credit hours of course work from the required core courses may be waived if students have taken equivalent course work at the undergraduate level in the past seven years and received grades of B or better. To waive courses with prerequisites, students must also waive the prerequisite courses with grades of B or better. Required courses MGMT-622 Business, Ethics, and Society or ACCT-623 Business Law are waived for JD/MBA students.

A minimum of 30 credits taken in residence from the Kogod School of Business is required for the M.B.A.

JD/MBA dual degree policy requires students to defer taking 15 to 18 credit hours of MBA course work, depending on the number of MBA courses waived, until completion of the J.D. degree.

Course Requirements

- ACCT-607 Accounting Concepts and Applications (3)
- FIN-605 Managerial Economics (3)
- FIN-614 Financial Management (3)
- IBUS-618 Manager in the International Economy (3)
- MGMT-609 Organizational Behavior and Human Resource Management (3)
- MGMT-610 Applied Managerial Statistics (3)
- MGMT-616 Management Information Systems (3)

- MGMT-624 Applied Strategic Management in a Global Environment (3) *or*
MGMT-625 Integrative Field Practicum (3) (may not be waived or replaced with WCL field experience)
- MKTG-612 Marketing Management (3)
- 9 credit hour business concentration
- 12 credit hour law concentration from J.D. course work

J.D. Degree Requirements

- 86 credit hours
The Washington College of Law may give up to a maximum of 6 credit hours toward the J.D. for courses taken at the Kogod School, provided they are approved by the Joint Washington College of Law-Kogod School of Business Committee.

School of International Service

- Administration and Faculty
- Undergraduate Programs
- Graduate Programs

Dean Louis W. Goodman

Associate Dean Nanette S. Levinson

Assistant Deans William Baker, Joseph Clapper,

Lecanne Dunsmore

Director, Comparative and Regional Studies Division

Quansheng Zhao

Director, International Politics and Foreign Policy Division

Renée Marlin-Bennett

Director, International Communication Division

Hamid Mowlana

Director, International Development Division

David Hirschmann

Director, International Peace and Conflict

Resolution Division Abdul Aziz Said

Director, J.D./M.A. Program Paul Williams

Director, Ph.D. Program Stephen Silvia

Full-Time Faculty

University Professor Emeritus R.H. Gabriel

Professor Emeritus/a W.C. Cromwell, J.J. Finan,

R.W. Gregg, G.L. Harris, M.D. Irish, S. Mardin, A.D. Mott,

W.C. Olson, F.J. Piotrow, D.D. Randall, M. Struelens,

B.B. Tyson, M.P. Walker, L.C. Wilson

Ibn Khaldun Chair of Islamic Studies A. Ahmed

Mohammed Said Farsi Chair of Islamic Peace A.A. Said

Professor P. Brenner, D.L. Clarke, S.D. Cohen,

J. Goldstein, L.W. Goodman, M. Hammer, L.L. Lubrano,

J. Mittelman, H. Mowlana, J.M. Richardson, G. Weaver,

Q. Zhao

Associate Professor Emeritus S.H. Arnold

Associate Professor D. Brautigam, R. Broad, F. Cheru,

E. Comor, R. Henning, D. Hirschmann, W. Kincaide,

N.S. Levinson, P. Lewis, R. Marlin-Bennett, S. Murray,

M. Pasha, V. Samarasinghe, C. Schneider, S. Silvia,

S. Venturelli, P. Wapner

Assistant Professor M. Abu-Nimer, B. Akan, K. Alexander,

K. Andes, R. Borges-Mendéz, C. Chin, M. Cowles, M. Egan,

K. Fawcett, M. Fichter, J. Frueh, C. Gallaher, T. Gutner,

P. Jackson, M. Kraidy, D. Kinsella, C. Lusane, C. Maisch,

J. Mertus, R. Persaud, M. Smith, Y. Sun, M. Walker, P. Williams

Research Professor C. Bradford

Research Assistant Professor R. Phillips, S. Stoeker

Instructor R. Vij

Diplomat in Residence C. Maksoud

The School of International Service (SIS) offers professional training in international affairs. The programs are based on a multidisciplinary curriculum oriented towards the liberal arts that encourages students to explore international relations through the contributions of political scientists, sociologists, anthropologists, economists, attorneys, historians, and specialists in communication.

The school offers exceptional opportunities for undergraduate and graduate studies. These opportunities evolve from the location of the university in a premier world capital and from the rich human and documentary resources which enhance the school's educational programs.

At all times the link between the school and its Washington environment nourishes the academic and professional growth of its students. Whatever their career objectives, students participate in programs that are multidisciplinary, problem and policy oriented, and uniquely adapted to those opportunities inherent in the metropolitan Washington location.

Faculty

The diversity of the full-time faculty members of the School of International Service in terms of academic disciplines and professional experience, both in the United States and abroad, exemplifies the multidisciplinary and cross-cultural aspects of international relations. Bringing cutting-edge research into their classrooms, the faculty use a variety of interactive approaches such as simulations and case studies in their teaching. The school regularly appoints adjunct and visiting professors and benefits from their expertise in the field of international relations. As a center of public dialogue, the school brings leading experts from around the world to address emerging issues in international affairs.

Divisions

The School of International Service includes five divisions: Comparative and Regional Studies, International Politics and Foreign Policy, International Communication, International Development, and International Peace and Conflict Resolution.

The Division of Comparative and Regional Studies (CRS) provides unique opportunities for the study of the major regions of the world: Africa, the Americas, Asia, Europe, the Middle East, and Russia and Central Eurasia. The CRS curriculum builds upon the in-depth coverage of these regions by stressing that issues are best understood in comparative perspective.

The Division of International Politics and Foreign Policy (IPFP) includes the areas of international law and organization, international political economy, global security, United States foreign policy, and international economic policy. Students ground their work in appropriate theory and economics courses. Working with faculty advisors, they design tailored course concentrations.

The International Communication Division is the oldest such program in the United States. It focuses on international communication policy and technology as well as cross-cultural communication.

The International Development Division includes two multidisciplinary degrees which combine international development theory and practice with the goal of improving opportunities for the poor and vulnerable, particularly in developing nations. Its emphases include development management, policy analysis, and development education.

The International Peace and Conflict Resolution Division critically analyzes theories of the causes of war and organized violence at the institutional and international levels; it examines alternative theories and approaches and provides applied skills for resolving and preventing organized violence and war, as well as contending approaches to peace making, building cooperative global relationships, and international negotiation; and it analyzes current conflict situations and develops policy proposals for their resolution.

In addition to its Divisions, SIS has a number of thematic strengths including democratization, globalization, international political economy, and human rights. To learn more about the distinctive faculty and student research in these and other areas, visit www.american.edu/academic.depts/sis.

Centers

Center for Asian Studies For over twenty years the Center for Asian Studies has provided a locus for teaching, research, and exchange programs involving Asia. The center holds several major annual workshops and conferences; one such conference focuses on joint research projects with universities in China, Japan, and Korea and is held in each country on a rotating basis. The center has also developed distinctive dual degree and exchange programs with Asian countries.

Center for the Global South Founded and directed by Ambassador Clovis Maksoud, the Center for the Global South is a multi-dimensional intellectual resource which examines critical issues affecting the poorer developing countries of the world, characterized collectively as the South.

The center explores issues related to global inequality, development, environment, human rights, women, population, the changing international legal order and regional cooperation, as well as new roles for the United Nations and other international

and regional organizations. The center acts as a catalyst to promote dialogue about how these issues affect peoples and nations of the global South. The fundamental concern of the center is to assess what role the South can constructively play in the development of a new global order.

Through public lectures, conferences and publications, the center generates greater awareness of and sensitivity to the concerns of the peoples of the global South. Its activities provide links between students and faculty throughout the university and professionals outside of the university around common concerns related to the South.

Special Opportunities

Numerous school-wide special programs are available for undergraduate and graduate students. These include study and internship opportunities around the world and in the international capital city of Washington, D.C., including the U.S. Department of State. These opportunities help SIS students to link theory and practice actively and to build skills that are critical in an increasingly global world. Students write for SIS publications, including *The Diplomatic Pouch*, *Swords and Ploughshares*, and *Demokratizatsiya* and participate in school and university governance, enhancing both service and leadership potential. Through the SIS Research Symposium or working on a publication with peers or professors, SIS students at all levels are involved in cutting-edge scholarly and policy-oriented research.

The school also sponsors numerous co-curricular opportunities including the annual SIS student-faculty softball game and the student-faculty-alumni autumn hike. The Griffith Lecture Series, organized by the SIS Graduate Student Council, brings visiting scholars and foreign policy practitioners to the school each year. Regular fora in international development, international communication, international politics, and U. S. foreign policy attract experts from around the world and engage students in formal and informal discussions. Career-oriented workshops greatly enhance opportunities for successful learning and networking.

Internships and Cooperative Education Opportunities in Washington, D.C.

Only in Washington can the subject of international affairs be studied in such a relevant context. This location affords opportunities for hands-on learning with academic credit through an increasing number of internships in government and private sectors with international interests. Internships are available with international organizations, congressional committees, lobbying groups, research organizations, and government offices of special professional interest to the SIS student. Cooperative education is an academic program in which students earn degree credit in preprofessional jobs. Students who participate in the cooperative education experience are often offered permanent employment as a result of their co-op assignments.

Unique Educational Resources

Qualified undergraduate and graduate students have the opportunity to enroll in courses at any of the institutions in the Consortium of Universities of the Washington Metropolitan

Area. By taking advantage of consortium offerings, students may greatly enrich their programs, particularly in specialized interest areas and language study. Washington, D.C. offers unique research facilities including the Library of Congress, the National Archives, and various other libraries maintained by government agencies, public and private international organizations, associations, and other area universities.

The university operates the Social Science Computer Laboratory, which provides students access to commonly used applications and to the Internet. As a member of the Inter-University Consortium for Political and Social Research (ICPSR), American University has ready access to hundreds of data sets.

Study and Internships Abroad

Study abroad is encouraged and students frequently take advantage of the opportunity to learn and work in another culture. The university officially sponsors programs in London, Paris, Rome, Madrid, Brussels, Berlin, Copenhagen, Prague, Moscow, Jerusalem, Southern Africa, Buenos Aires, Santiago, Beijing, Seoul, and Kyoto, Japan. Participation in programs of study sponsored by other accredited U.S. collegiate institutions is allowed. Such academic credit is readily transferable to American University. Tours to other nations led by faculty members are occasionally offered during the academic year, during semester breaks, and in the summer.

Career and Professional Opportunities

The school has had great success preparing students for careers in the private, public, and not-for-profit sectors. Graduates have established flourishing careers in fields including foreign service, economic development, intelligence gathering and assessment, disaster relief, policy analysis, congressional affairs, and technology transfer. Graduates accept positions in Washington and elsewhere with agencies concerned with health, food resources, population, security, arms control, diplomacy, and international trade and banking. SIS alumni also serve in the international branches of organizations involved in law, agriculture, science, religion, culture, printing and publishing, journalism, management, accounting, and higher education. The wide range of government activities in Washington, D.C., including the Foreign Service, the Armed Forces, and Congress creates unique opportunities for career development.

Undergraduate Study

Students may select either the B.A. in International Studies or the B.A. in Language and Area Studies. The B.A. in International Studies begins with foundation courses in world politics, Western traditions, non-Western area studies, U.S. politics, and economics. Students take core courses in U.S. foreign policy, international communication, international development, international economic policy, and research methods. While build-

ing this foundation, students also complete the school's modern foreign language requirement.

Building on the foundation and core courses, students select an area specialization (Africa, the Americas, Asia, Europe, the Middle East, or Russia and Central Eurasia) and a functional field of concentration (business, international communication, international development, international economics/economic policy, international politics, Islamic studies, peace and conflict resolution studies, or United States foreign policy). The program capstone is the integrative senior seminar.

The B.A. in Language and Area Studies offers a choice of the following area studies concentrations: French/Europe, German/Europe, Spanish/Latin America, and Russian/Area Studies. This degree program provides a foundation in language and culture courses complemented by a special program of area-related social science courses.

There also is a variety of course offerings with an international focus offered by other teaching units including anthropology, business, communication, economics, education, government, history, language, philosophy, and sociology that complement the school's degree programs.

Honor Society The International Relations Honor Society, Alpha Chapter of Sigma Iota Rho, was founded at American University on April 12, 1984. Sigma Iota Rho is an interdisciplinary scholarly recognition society founded for undergraduates whose course of study concentrates on international relations.

Graduate Study

The school's graduate programs are grounded in the social sciences and reflect a strong commitment by the school's faculty to teaching and research.

The School of International Service offers an M.A. in International Affairs, M.A. in International Communication, M.A. in International Development, M.A. in International Peace and Conflict Resolution, M.A. in Environmental Policy, M.S. in Development Management, the Master of International Service, and a Ph.D. in International Relations.

There are dual degree programs combining the M.A. in International Affairs with a J.D., or the M.A. in International Peace and Conflict Resolution with a Master of Theological Studies or the Master of Arts in Teaching, and an M.A. in International Affairs and Master of Business Administration joint degree. Graduate students are encouraged to take advantage of the university's dual degree option and earn two master's degrees simultaneously (see Dual Degree Option in the Graduate Study chapter for more information).

Certificate Programs

Graduate-level credit certificates are offered in the following areas: The Americas, Cross-Cultural Communication, and International Economic Relations.

Undergraduate Programs

B.A. in International Studies

Admission to the Undergraduate Program

Candidates for admission to the school must present evidence of excellent personal and academic qualifications. To be considered for freshman admission, an applicant should have earned at least a B average in secondary school. Cultural factors are considered in evaluating transcript and examination results. Other factors taken into account are leadership qualities, character, and personal interest. Students from other regionally-accredited collegiate institutions, and students in other programs at American University who have completed the freshman year, should maintain a cumulative grade point average of 3.00 (on a 4.00 scale) to be considered for transfer to the school.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 63 credit hours plus 3–16 credit hours in foreign language course work, with grades of C or better
- Up to 18 of these credit hours may also count toward fulfillment of General Education requirements.

Foundation Courses (24 credit hours)

- SIS-105/SIS-105G World Politics 3:1 (3)
- One course in U.S. politics from the following:
GOVT-110/GOVT-110G Politics in the United States 4:1 (3–4)
GOVT-120 Introduction to American Politics (3–4)
GOVT-210/GOVT-210G Political Power and American Public Policy 4:2 (3)
GOVT-215/GOVT-215G Civil Rights and Liberties 4:2 (3)

Two courses in economics (6 credit hours):

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- Two courses focusing on Western traditions (6 credit hours) from the following:
ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)

ARTH-205/ARTH-205G Art of the Renaissance 2:2 (3)
GOVT-105/GOVT-105G Individual Freedom vs. Authority 2:1 (3)

GOVT-303 Ancient Political Thought (3)
GOVT-305 Modern Political Thought (3)

HIST-110/HIST-110G Renaissance and Revolutions: Europe, 1400–1815 2:1 (3)

HIST-200/HIST-200G Italian Civilization 2:2 (study abroad) (3)

HIST-202 The Ancient World: Greece (3)

HIST-203 The Ancient World: Rome (3)

HIST-204 Medieval Europe (3)

HIST-205/HIST-205G American Encounters: 1492–1865 2:2 (3)

HIST-215/HIST-215G Social Forces that Shaped America 2:2 (3)

HIST-235/HIST-235G The West in Crisis: 1900–1945 2:2 (3)

HIST-245 Modern Jewish Civilization (3)

JLS-110/JLS-110G Western Legal Traditions 2:1 (3)

JLS-225/JLS-225G American Legal Culture 2:2 (3)

JWST-205 Ancient and Medieval Jewish Civilization 2:2 (3)
LIT-265/LIT-265G Literature and Society in Victorian England 2:2 (3)

PHIL-105/PHIL-105G Western Philosophy 2:1 (3)

PHIL-210/PHIL-210G European Philosophy and the American Experiment 2:2 (3)

PHIL-220/PHIL-220G Moral Philosophy 2:2 (3)

PHIL-221 Philosophy, Politics, and Society (3)

PHIL-300 Ancient and Medieval Philosophy (3)

PHIL-301 Modern Philosophy from Bacon to Hegel (3)

PHIL-302 Nineteenth Century Philosophy (3)

PHIL-303 Twentieth Century Philosophy (3)

RELG-105/RELG-105G The Religious Heritage of the West 2:1 (3)

SOCY-215/SOCY-215G The Rise of Critical Social Thought 2:2 (3)

WGST-150/WGST-150G Women's Voices through Time 2:1 (3)

- Two courses in non-Western area studies (6 credit hours), with one course from each of two different areas listed below.

Africa

LIT-150/LIT-150G Third World Literature 3:1 (3)

RELG-210 Asian and African Religious Traditions 3:2 (3)

SIS-250/SIS-250G Civilizations of Africa 3:2 (3)

SIS-265 Contemporary Africa (3)

The Americas

- HIST-241 Colonial Latin America (3)
- HIST-242 Latin America since Independence (3)
- LFS-210/LFS-210G Latin America: History, Art, Literature 3:2 (3)
- SIS-276 Contemporary Latin America (3)
- SOCY-230/SOCY-230G Conflict and Change in Latin America 3:2 (3)

Asia

- HIST-250/HIST-250G Civilization and Modernization: Asia 3:2 (3)
- RELG-185/RELG-185G Forms of the Sacred: Religions of the East 3:1 (3)
- RELG-210/RELG-210G Asian and African Religious Traditions 3:2 (3)
- SIS-161 Civilizations of Asia (3)
- SIS-255/SIS-255G China, Japan and United States 3:2 (3)

Middle East

- HIST-343 History of Israel (3)
- RELG-370 Islam (3)
- SIS-245/SIS-245G The World of Islam 3:2 (3)
- SIS-264 Contemporary Middle East (3)
- SOCY-225/SOCY-225G Contemporary Arab World 3:2 (3)

Russia and Central Eurasia

- HIST-225/HIST-225G Russia: Past and Present 3:2 (3)
- HIST-230 Early Russian History, 988–1700 (3)
- HIST-231 Imperial Russia, 1700–1917 (3)
- HIST-232 Twentieth Century Russia (3)
- SIS-258 Contemporary Russia (3)

Core Field Courses (12 credit hours)

International Communication (3 credit hours)

- SIS-140/SIS-140G Cross-Cultural Communication 3:1 (3)

International Development (3 credit hours)

- One course from the following:
 - ECON-110/ECON-110G The Global Majority 3:1 (3)
 - ECON-307 Economic Development (3)
 - ECON-308 Economic History (3)
 - GOVT-235/GOVT-235G Dynamics of Political Change 3:2 (3)
 - HIST-120/HIST-120G Imperialism and Revolution 3:1 (3)
 - LIT-150/LIT-150G Third World Literature 3:1 (3)
 - SIS-110/SIS-110G Beyond Sovereignty 3:1 (3)
 - SIS-337 International Development (3)
 - SIS-388 International Environmental Politics (3)
 - SIS-536 Special Topics in International Development (3)
 - SIS-537 Special Topics in Development Management (3)
 - SOCY-110/SOCY-110G Views from the Third World 3:1 (3)
 - SOCY-230/SOCY-230G Conflict and Change in Latin America 3:2 (3)
 - SOCY-285/SOCY-285G Education for International Development 3:2 (3)
 - SOCY-365 Economic Development and Social Change (3)

International Economics/International Economic Policy (3 credit hours)

- One course from the following:
 - ECON-302 Comparative Economic Systems (3)
 - ECON-311 International Economics (3)
 - ECON-358 Economics of the World Regions (3)
 - ECON-371 International Economics: Trade (3)
 - ECON-375 Economics of Environmental Policy (3)
 - IBUS-200/IBUS-200G The Global Marketplace 3:2 (3)
 - IBUS-300 Fundamentals of International Business (3)
 - SIS-215/SIS-215G Competition in an Interdependent World 3:2 (3)
 - SIS-385 United States Foreign Economic Policy (3)
 - SIS-388 International Environmental Politics (3)
 - SIS-465 International Trade and Investment Relations (3)
 - SIS-466 International Monetary and Financial Relations (3)
 - SIS-530 Colloquium on the Common Market (3)
 - SIS-565 U. S. Economic Relations with Japan and China (3)

United States Foreign Policy (3 credit hours)

- One course from the following:
 - HIST-360 U.S. Foreign Relations, 1774–1914 (3)
 - HIST-361 U.S. Foreign Relations since 1914 (3)
 - SIS-381 Foreign Policies of the Great Powers (3)
 - SIS-382 The Analysis of U.S. Foreign Policy (3)
 - SIS-383 United States-Russian/Eurasian Security Relations (3)
 - SIS-384 American Defense and Security Policy (3)
 - SIS-385 U.S. Foreign Economic Policy (3)
 - SIS-465 International Trade and Investment Relations (3)
 - SIS-466 International Monetary and Financial Relations (3)
 - SIS-581 Schools of Thought in Contemporary United States Foreign Policy (3)
 - SIS-588 International Security and Arms Control (3)

Research Methods (6–7 credit hours)

- SIS-206 Introduction to International Relations Research (3)
- One course from the following:
 - CSIS-100 Computers and Information (3)
 - GOVT-310 Introduction to Political Research (3)
 - STAT-202 Basic Statistics (4)

Foreign Language (3–16 credit hours)

- 3–16 credit hours in one modern foreign language, depending on initial placement. Consult the SIS Undergraduate Office for more information.

Area Specialization (9 credit hours)

- Three courses in one of the following regional areas: Africa, the Americas, Asia, Europe, the Middle East, and Russia and Central Eurasia
A minimum of two courses (6 credit hours) must be taken in SIS and a minimum of two courses must be taken at the 300 level or above.

Africa

- ANTH-339 Culture Area Analysis (3) (depending on focus)
 LIT-150/LIT-150G Third World Literature 3:I (3)
 RELG-210/RELG-210G Asian and African Religious Traditions 3:2 (3)
 SIS-250/SIS-250G Civilizations of Africa 3:2 (3)
 SIS-265 Contemporary Africa (3)
 SIS-573 International Relations of Africa I (3)
 SIS-574 International Relations of Africa II (3)

The Americas

- ANTH-339 Culture Area Analysis (3) (depending on focus)
 HIST-241 Colonial Latin America (3)
 HIST-242 Latin America since Independence (3)
 HIST-340 Latin American Studies (3) (topics)
 LFS-210/LFS-210G Latin America: History, Art, Literature 3:2 (3)
 SIS-276 Contemporary Latin America (3)
 SIS-374/SIS-374G Buenos Aires Semester 3:2 (4) (study abroad)
 SIS-378/SIS-378G Buenos Aires Semester 3:2 (4) (study abroad)
 SIS-577 International Relations of the Americas (3)
 SOCY-230/SOCY-230G Conflict and Change in Latin America 3:2 (3)
 SPAN-357 Introduction to Latin American Literature (3)

Asia

- ANTH-339 Culture Area Analysis (3) (depending on focus)
 HIST-250/HIST-250G Civilization and Modernization: Asia 3:2 (3)
 HIST-347 Asian Studies (3) (topics)
 RELG-185/RELG-185G Forms of the Sacred: Religions of the East 3:I (3)
 RELG-210/RELG-210G Asian and African Religious Traditions 3:2 (3)
 RELG-373 Hinduism (3)
 SIS-161 Civilizations of Asia (3)
 SIS-255/SIS-255G China, Japan and United States 3:2 (3)
 SIS-366 Asian Power Rivalries (3)
 SIS-559 Selected Topics in Cross-National Studies (3)
 SIS-561 Modern China (3)
 SIS-567 International Relations of East Asia I (3)
 SIS-568 International Relations of East Asia II (3)
 SIS-569 International Relations of Southeast Asia (3)

Europe

- FREN-324 Civilisation Française I (3)
 FREN-325 Civilisation Française II (3)
 FREN-326 French Topics (3)
 GERM-336 German Topics (3)
 GERM-438 German Civilization I (3)
 GERM-439 German Civilization II (3)
 GOVT-434/GOVT-434G British Politics (3) (study abroad)
 HIST-110/HIST-110G Renaissance and Revolution: Europe, 1400-1815 2:1 (3)

- HIST-200/HIST-200G Italian Civilization 2:2 (3) (study abroad)
 HIST-201 The Italian Renaissance (3)
 HIST-204 Medieval Europe (3)
 HIST-221 History of England I (3)
 HIST-222 History of England II (3)
 HIST-238 France since Napoleon (3)
 HIST-239 Modern Germany since 1848 (3)
 HIST-318 Nazi Germany (3)
 HIST-319 Holocaust (3)
 HIST-320 War and Diplomacy: Napoleon to Bismarck (3)
 HIST-326 European Society in the Nineteenth and Twentieth Centuries (3)
 HIST-327 Twentieth Century Europe (3)
 HIST-334 Victorian England (3)
 HIST-336 History of Ireland (3)
 HIST-337 British Studies (3) (topics)
 SIS-331 An Overview of the European Union (3)
 SIS-355 The Relations of Western European Nations (3)
 SIS-372/SIS-372G Brussels Seminar 3:2 (4) (study abroad)
 SIS-373/SIS-373G Madrid Seminar 3:2 (4) (study abroad)
 SIS-375/SIS-375G Berlin Seminar: Contemporary Germany: Politics and Economy 3:2 (3) (study abroad)
 SIS-530 Colloquium on the Common Market (3)
 SIS-551 Politics and Society in Europe since 1945 (3)
 SIS-557 Foreign Policy Formulation in West European States (3)

Middle East

- HIST-343 History of Israel (3)
 RELG-370 Islam (3)
 SIS-245/SIS-245G The World of Islam 3:2 (3)
 SIS-264 Contemporary Middle East (3)
 SIS-364 Modern Islam (3)
 SIS-365 Arab-Israeli Relations (3)
 SIS-571 International Relations of the Middle East I (3)
 SIS-572 International Relations of the Middle East II (3)
 SOCY-225/SOCY-225G Contemporary Arab World 3:2 (3)

Russia and Central Eurasia

- HIST-225/HIST-225G Russia: Past and Present 3:2 (3)
 HIST-230 Early Russian History, 988-1700 (3)
 HIST-231 Imperial Russia, 1700-1917 (3)
 HIST-232 Twentieth Century Russia (3)
 HIST-345 Russian Studies (3) (topics)
 LFS-200/LFS-200G Russia and the United States 3:2 (3)
 SIS-258 Contemporary Russia (3)
 SIS-359 Russia and Central Eurasia in World Affairs (3)
 SIS-558 Authoritarianism and Democracy in Russia (3)

Functional Field of Concentration (9 credit hours)

- Three courses in one of the following functional fields:
 Business, international communication, international development, international economics/economic policy, international politics, Islamic studies, peace and conflict resolution studies, or United States foreign policy

190 School of International Service

A minimum of two courses (6 credit hours) must be taken in SIS and a minimum of two courses must be taken at the 300 level or above.

Business

Students may select either a general business or a business-area specific track, such as accounting, finance, international business, management, marketing, and others. Please consult the SIS Undergraduate Office for details.

Comparative and International Race Relations

- ANTH-210/ANTH-210G Roots of Racism and Interracial Harmony 3:2 (3)
- COMM-534 Race, Gender, and the Media (3)
- SIS-140/SIS-140G Cross-Cultural Communication 3:1 (3)
- SIS-220/SIS-220G Confronting Our Differences/Discovering Our Similarities: Conflict Resolution 3:2 (3)
- SOCY-210/SOCY-210G Inequality: Class, Race, Ethnicity 4:2 (3)
- SOCY-351 Race and Ethnic Conflict (3)
- SOCY-553 Multiculturalism (3)

International Communication

- SIS-340 Foundations of International Communication (3)
- SIS-341 Intercultural Communication (3)
- SIS-349 Selected Topics in International Communication (3)

International Development

- ECON-110/ECON-110G The Global Majority 3:1 (3)
- ECON-307 Economic Development (3)
- ECON-308 Economic History (3)
- GOVT-235/GOVT-235G Dynamics of Political Change 3:2 (3)
- HIIST-120/HIIST-120G Imperialism and Revolution 3:1 (3)
- LIT-150/LIT-150G Third World Literature 3:1 (3)
- SIS-110/SIS-110G Beyond Sovereignty 3:1 (3)
- SIS-337 International Development (3)
- SIS-537 Special Topics in Development Management (3)
- SOCY-110/SOCY-110G Views from the Third World 3:1 (3)
- SOCY-285/SOCY-285G Education for International Development 3:2 (3)

Note: Participation in the International Environment and Development Semester fulfills all requirements for this concentration

International Economics/International Economic Policy

- ECON-311 International Economics (3)
- ECON-371 International Economics: Trade (3)
- ECON-372 International Economics: Finance (3)
- SIS-215/SIS-215G Competition in an Interdependent World 3:2 (3)
- SIS-389 Special Topics in Policy Analysis (3)
- SIS-465 International Trade and Investment Relations (3)
- SIS-466 International Monetary and Financial Relations (3)
- SIS-504 Multinational Corporations (3)

International Politics

- HIIST-120/HIIST-120G Imperialism and Revolution 3:1 (3)
- HIIST-260/HIIST-260G To Arms: People and Nations at War 3:2 (3)
- HIIST-320 War and Diplomacy: Napoleon to Bismarck (3)
- HIIST-321 War and Peace: Bismarck to Hitler (3)
- SIS-110/SIS-110G Beyond Sovereignty 3:1 (3)
- SIS-215/SIS-215G Competition in an Interdependent World 3:2 (3)
- SIS-301 Theories of International Politics (3)
- SIS-321 International Law (3)
- SIS-322 Human Rights (3)
- SIS-325 International Organization (3)
- SIS-355 Relations of Western European Nations (3)
- SIS-366 Asian Power Rivalries (3)
- SIS-504 Multinational Corporations (3)
- SIS-518 Legacy of World War II Diplomacy (3)
- SIS-519 Special Studies in International Politics (3) (topic approved by advisor)
- SIS-587 Between Peace and War (3)

Islamic Studies

- SIS-245/SIS-245G World of Islam 3:2 (3)
- SIS-364 Modern Islam (3)
- SIS-596 Selected Topics course with permission of the student's advisor (3)
- RELG-105/RELG-105G The Religious Heritage of the West 2:1 (3)
- RELG-185/RELG-185G Forms of the Sacred: Religions of the East 3:1 (3)
- RELG-370 Islam (3)

Peace and Conflict Resolution Studies

- SIS-308 Introduction to Peace and Conflict Resolution (3) or
- SIS-328 Approaches to Peacemaking (3)
- SIS-110/SIS-110G Beyond Sovereignty 3:1 (3)
- SIS-220/SIS-220G Confronting Our Differences/Discovering Our Similarities: Conflict Resolution 3:2 (3)
- SIS-321 International Law (3)
- SIS-322 Human Rights (3)
- SIS-325 International Organization (3)
- SIS-396 Selected Topics course with permission of the student's advisor (3)
- SIS-519 Special Studies in International Politics (3) (topic approved by advisor)
- SIS-587 Between Peace and War (3)

Note: Participation in the Peace and Conflict Resolution Semester fulfills all requirements for this concentration.

United States Foreign Policy

- SIS-381 Foreign Policies of the Great Powers (3)
- SIS-382 Analysis of United States Foreign Policy (3)
- SIS-384 American Defense and Security Policy (3)
- SIS-385 United States Foreign Economic Policy (3)
- SIS-389 Special Topics in Policy Analysis (3) (topic approved by advisor)

SIS-396 Selected Topics course with permission of the student's advisor (3)

SIS-581 Schools of Thought in Contemporary United States Foreign Policy (3)

SIS-583 United States in World Affairs (3)

SIS-588 International Security and Arms Control (3)

Note: Participation in the International Politics and Foreign Policy Semester fulfills all requirements for this concentration.

Senior Seminar (3 credit hours)

- SIS-400 Senior Seminar in International Relations (3)

Other Options

- Students may, where appropriate and with SIS approval, select special topics courses to fulfill requirements.
- Students may apply up to 3 credit hours toward the major from an approved internship or cooperative education field experience.
- Study abroad course credits may be used toward the major with the approval of SIS.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To fulfill requirements for University Honors in International Studies, students may enroll in Honors sections of upper-level SIS courses, University Honors Colloquia taught by SIS faculty members or SIS-350 Honors Colloquium in International Studies, or may arrange an Honors supplement to an SIS senior seminar. The school's Honors coordinator advises students in the University Honors Program regarding school options. See the section on the University Honors Program for further details.

B.A. in Language and Area Studies

Offered jointly by the College of Arts and Sciences (CAS) and the School of International Service (SIS). Students may major in French/Europe, German/Europe, Russian/ Area Studies, or Spanish/Latin America. Refer to the Interdisciplinary Programs chapter for language, degree, and course requirements for this program.

B.A. in Environmental Studies

The B.A. in Environmental Studies is an interdisciplinary program of studies designed to provide a basic understanding of the scientific and social processes that shape our environment. Each student follows one of two tracks, either Environmental Science or Environmental Policy. Both tracks provide a solid foundation based on the natural sciences as well as the social sciences, through course work spanning many disciplines, including courses in the College of Arts and Sciences, the School of International Service, and the School of Public Affairs. For a description of this program, see the Interdisciplinary Programs chapter.

Combined Bachelor's Degree and M.A. in Environmental Studies

This program enables students to earn both a bachelor's degree and the M.A. in Environmental Policy. For a description of this program, see the Interdisciplinary Programs chapter.

International Environment and Development Semester

Admission to the Program

Open to students from the Washington Semester member institutions as part of the Washington Semester Program and to juniors and seniors in good standing at American University. Students spend 12 weeks of the semester in Washington, D.C. and three weeks in Africa (fall semester) or Costa Rica (spring semester).

Course Requirements

- SIS-471 International Environment and Development Seminar I (4)
- SIS-472 International Environment and Development Seminar II (4)
- SIS-473 International Environment and Development Practicum (4)
- SIS-474 International Environment and Development Internship (4)

Note: Participation in this program fulfills all requirements for an International Development concentration for the B.A. in International Studies.

International Politics and Foreign Policy Semester

Admission to the Program

Open to students from the Washington Semester member institutions and to juniors and seniors in good standing at American University. Recommended prerequisites for the program are at least one course in government or international relations and one in economics.

Course Requirements

- SIS-491 International Politics and Foreign Policy Seminar I (4)
- SIS-492 International Politics and Foreign Policy Seminar II (4)
- SIS-493 International Politics and Foreign Policy Research Project (4)
- SIS-497 International Politics and Foreign Policy Internship (4)

A regular course from the evening offerings at American University may be substituted for either the internship or the research project.

Note: Participation in this program fulfills all requirements for a United States Foreign Policy concentration for the B.A. in International Studies.

Peace and Conflict Resolution Semester

Admission to the Program

Open to students from the Washington Semester member institutions as part of the Washington Semester Program and to juniors and seniors in good standing at American University.

Course Requirements:

- SIS-486 Peace and Conflict Resolution Seminar I (4)
- SIS-487 Peace and Conflict Resolution Seminar II (4)
- SIS-488 Peace and Conflict Resolution Research Project (4)
- SIS-489 Peace and Conflict Resolution Internship (4)
A regular course from the evening offerings at American University may be substituted for either the internship or the research project.

Note: Participation in this program fulfills all requirements for a Peace and Conflict Resolution Studies concentration for the B.A. in International Studies.

Minor in International Studies

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor; 15 credit hours should be taken in SIS and 12 of these should be at the 300 level or above.

Course Requirements

- SIS-105/SIS-105G World Politics 3:1 (3)
- One of the following:
 - SIS-381 Foreign Policies of the Great Powers (3)
 - SIS-382 The Analysis of United States Foreign Policy (3)
 - SIS-384 American Defense and Security Policy (3)
 - SIS-385 United States Foreign Economic Policy (3)
- One of the following:
 - SIS-258 Contemporary Russia (3)
 - SIS-264 Contemporary Middle East (3)
 - SIS-265 Contemporary Africa (3)
 - SIS-276 Contemporary Latin America (3)
 - SIS-355 The Relations of Western European Nations (3)
 - SIS-359 Russia and Central Eurasia in World Affairs (3)
 - SIS-366 Asian Power Rivalries (3)
- One of the following:
 - SIS-301 Theories of International Politics (3)
 - SIS-321 International Law (3)
 - SIS-325 International Organization (3)

SIS-340 Foundations of International Communication (3)
SIS-349 Selected Topics in International Communication (3)

- 9 credit hours in a functional field:
 - comparative and international race relations; international communication; international development; international economics/international economic policy international politics; peace and conflict resolution; or United States foreign policy.
 - regional area specialization: Africa, the Americas, Asia, Europe, the Middle East, or Russia and Central Eurasia

Combined B.A. and M.A. in International Studies

Admission to the Program

This program enables highly qualified students to earn, in five years of full-time study, both a B.A. in International Studies with a functional concentration in any area of specialization offered by the School of International Service, and an M.A. in International Affairs, International Communication, International Development, or International Peace and Conflict Resolution. This is accomplished by allowing certain specified graduate level courses to be applied to the requirements of both degrees.

Admission to the combined B.A./M.A. program requires junior or senior standing, a cumulative grade point average of 3.30 (on a 4.00 scale), a minimum 3.30 grade point average in SIS courses, a formal application, a written faculty recommendation, an essay on the student's academic interests and abilities in international affairs, and a review by the SIS Dean. The Graduate Record Examination (GRE) is not required.

Course Requirements

- All requirements for the B.A. in International Studies
- All requirements for the M.A. in International Studies, the M.A. in International Communication, the M.A. in International Development, or the M.A. in International Peace and Conflict Resolution

Students may use 6 credit hours of approved graduate course work at American University to satisfy the requirements for both degrees. An additional 3 credit hours of approved course work completed at American University will satisfy graduate program degree requirements for 39-credit hour SIS master's programs, or an additional 6 credit hours for 42-credit hour programs.

Graduate Programs

M.A. in International Affairs

concentrations:

Comparative and Regional Studies (CRS);

International Economic Policy (IEP)

International Politics (IP)

United States Foreign Policy (USFP)

M.A. in International Communication

M.A. in International Development

M.A. in International Peace and Conflict Resolution

M.S. in Development Management

Master of International Service (executive program)

M.A. in Environmental Policy

M.A. in Ethics and Peace

M.A./M.B.A. in International Affairs and Business Administration

Dual Degree Programs:

M.A. in International Affairs and J.D.

M.A. in International Peace and Conflict Resolution

Master of Theological Studies or Master of Arts in Teaching

M.A. in International Affairs: concentration in Natural

Resources and Sustainable Development

with United Nations University of Peace, Costa Rica

Ph.D. in International Relations

Admission to the Programs

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least a B+ (3.30 or higher on a 4.00 scale) and should have had at least 24 credit hours of social science course work relevant to international studies. Students who do not meet these minimum requirements, if otherwise admissible, are assigned additional course work in excess of degree requirements specified at the time of admission.

Application deadline for fall admission is January 15; application deadline for spring admission (master's program only) is October 1. Admitted students may defer matriculation for no longer than two semesters provided that a written request for deferment is submitted to and approved by the SIS Graduate Admissions Office.

All applicants except students whose degree was earned at an institution where English was not the language of instruction are required to submit results of the aptitude section of the Graduate Record Examination (GRE). International applicants whose degree was not conducted in English are required to submit results of the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score for full consideration is 600 (250 on the computer version). See the International Student Information chapter for more information on English language requirements. LSAT scores will be accepted in place of the GRE for J.D./M.A. applicants, and the GMAT will be accepted in place of the GRE for MA/MBA applicants. Appli-

cants should plan to take the appropriate test no later than December to ensure full consideration of the application by the January deadline.

All applicants must submit two letters of reference evaluating undergraduate academic performance and suitability for graduate study in international affairs, at least one of which should be from an academic source. A resume should be included in the application. Applicants must submit transcripts from all institutions attended. Cultural factors are considered in evaluating transcripts and examination results.

Requests for the transfer of a maximum of 6 graduate credit hours from other accredited institutions to be applied to a master's degree are considered after successful completion of 9 credit hours in the graduate program at American University. A minimum grade of B in each course is required for transfer. Transfer courses must have been completed within seven years of admission and must fulfill stated requirements of the degree program.

General Degree Requirements

- 36–42 credit hours of approved graduate course work with a cumulative grade point average of 3.00, including:
 - a) At least 15 credit hours in a major field for degree including one theory or schools-of-thought course and one graduate-level economics or international economic policy course appropriate to the field.
 - b) At least 9 credit hours in a related field selected from offerings in SIS or other teaching units of the university.
 - c) At least 6 credit hours in social science research methodology appropriate to the degree program.
 - d) At least 6 credit hours of research: thesis, substantial research paper, or practicum research completed with a grade of B or better.
 - Passage of one comprehensive examination in the major field for degree program. To be eligible to take a comprehensive examination, students must have maintained at least a 3.00 grade point average (on a 4.00 scale) in all graduate course work. The comprehensive examination requirement includes research group meetings plus an oral research presentation in conjunction with a thesis, substantial research paper, or practicum.
- For the M.A. in International Communication and the M.A. in International Affairs concentration in comparative and regional studies, students must pass a written comprehensive examination in the major field.
- Information pertaining to comprehensive examinations is contained in the SIS Graduate Handbook available in the SIS Graduate Office.
- Demonstration of research and writing skill through completion of a master's thesis, substantial research paper requirement, or a research practicum. All courses taken to fulfill this requirement must be passed with a grade of B or better.

Thesis: 6 credit hours of thesis credit and submission of the thesis.

Substantial research paper requirement: internship and a substantial research paper: one 3 credit hour internship or cooperative education field experience, and one 3 credit hour substantial research paper taken in conjunction with a 600- or 700-level course or two substantial research papers taken in conjunction with 600- or 700-level courses.

Research practicum: 6 credit hours supervised by major field faculty advisors (by permission and specific arrangement).

- Proficiency in a modern foreign language: Research competence in English and another language relevant to the student's career objectives must be certified.

Special Opportunities

Independent study courses, research internships, special lectures, and seminars enable students to meet renowned scholars and practitioners of international relations to discuss research and career interests. The SIS graduate journal, *Swords & Ploughshares*, publishes articles by faculty and graduate students relating to international affairs. Internships and cooperative education field experience are available for graduate credit. A limited number of graduate fellowships and assistantships are awarded on the basis of merit as well as school and program needs.

AU-Ritsumeikan Exchange American University and Ritsumeikan University in Kyoto, Japan offer a dual master's degree program. This program selects a limited number of students with both English and Japanese language proficiency to complete a 46-credit hour dual master's degree program in international affairs within a two-year period. Student cohorts begin their studies at American University's School of International Service and complete their second year of study at Ritsumeikan University Graduate School of International Relations. A cross-cultural, global perspective is integral to the curriculum. Graduates of the program receive master's degrees from both American University and Ritsumeikan University.

AU-Korea University Exchange Students spend one year at American University and complete their second year of study at Korea University's Graduate School of International Relations. Classes are available in English and/or Korean. Graduates of the program receive master's degrees from both American University and Korea University.

M.A. in International Affairs

Admission to the Program

See general admission requirements for master's degrees.

Major Field Concentrations

Comparative and Regional Studies (CRS); International Economic Policy (IEP); International Politics (IP); and United States Foreign Policy (USFP)

Degree Requirements

- 39–42 credit hours of approved graduate course work
- Proficiency in a modern foreign language (see general degree requirements)
- Students with a concentration in Comparative and Regional Studies must demonstrate substantive language proficiency in a language appropriate for research in the geographic region of major focus.
- Comprehensive examination (see general degree requirements)
- Thesis or substantial research paper requirement (see general degree requirements)

Course Requirements

COMPARATIVE AND REGIONAL STUDIES (CRS) (39 credit hours)

Major Field (18 credit hours)

- SIS-672 Theories of International and Comparative Studies (3)
or
approved 3-credit course in comparative theory
- SIS-673 Comparative and Regional Political Economy (3)
or
approved 3-credit course in comparative economics
- 12 credit hours of course work in a regional concentration: Africa, the Americas, Asia, Europe, the Middle East, Russia and Central Eurasia, or Islamic Studies.

Related Field (9 credit hours)

- Three approved courses from one of the other major field groups in SIS: International Communication (IC), International Development (ID), International Economic Policy (IEP), International Politics (IP), United States Foreign Policy (USFP), or International Peace and Conflict Resolution (IPCR).
- or
Three courses making up an optional related field and approved by the student's faculty advisor.

Social Science Research Methodology (6 credit hours)

- SIS-600 Quantitative Analysis in International Affairs (3)
- 3-credit methodology course appropriate to the student's research interests

Research and Writing Requirement (6 credit hours)

- SIS-797 Master's Thesis Supervision (6)
or
Substantial research paper requirement (see general degree requirements)

Note: The thesis must relate to the regional and comparative aspects of the CRS major field concentration. At least 3 credit hours of the substantial research paper requirement should do likewise. A practicum research course must receive prior approval from the faculty advisor.

INTERNATIONAL ECONOMIC POLICY (IEP) (39–42 credit hours)

Major Field (18–21 credit hours)

- ECON-603 Introduction to Economic Theory (3)
Note: Students with a strong background in economics may have this course requirement waived without substitution with permission of advisor.
- SIS-616 International Economics (3) (prerequisite: ECON-603 or equivalent)
- SIS-665 International Trade and Investment Relations (3)
- SIS-666 International Monetary and Financial Relations (3)
- 9 credit hours of international economic policy courses from either SIS or other departments, in an area such as trade and investments, money and finance, business, law and policy, or an individually-designed area, with the approval of the faculty advisor.

Related Field (9 credit hours)

- Three approved courses from one of the other major field groups in SIS: Comparative and Regional Studies (CRS), International Communication (IC), International Politics (IP), International Development (ID), United States Foreign Policy (USFP), or International Peace and Conflict Resolution (IPCR).

or
Three courses making up an optional related field (including international business) and approved by the student's faculty advisor.

Social Science Research Methodology (6 credit hours)

- SIS-600 Quantitative Analysis in International Affairs (3)
- 3-credit methodology course appropriate to the student's research interests

Research and Writing Requirement (6 credit hours)

- SIS-797 Master's Thesis Supervision (6)
or
Substantial research paper requirement (see general degree requirements)

Note: The thesis or substantial research paper must relate clearly to the field of International Economic Policy.

INTERNATIONAL POLITICS (IP) (39 credit hours)

Major Field (18 credit hours)

- ECON-603 Introduction to Economic Theory (3)
or
ECON-xxx approved economics course
- SIS-601 Introduction to Theory in International Relations (3)
- 12 credit hours in the International Politics (IP) field proposed by the student in a statement of purpose and approved by the student's faculty advisor.

Related Field (9 credit hours)

- Three courses from one of the other major field groups in SIS: Comparative and Regional Studies (CRS), International Communication (IC), International Development (ID), International Economic Policy (IEP), United States Foreign

Policy (USFP), or International Peace and Conflict Resolution (IPCR).

or

Three courses making up an optional related field approved by the student's faculty advisor or the SIS Graduate Office.

Social Science Research Methodology (6 credit hours)

- SIS-600 Quantitative Analysis in International Affairs (3)
- 3-credit methodology course appropriate to the student's research interests

Research and Writing Requirement (6 credit hours)

- SIS-797 Master's Thesis Supervision (6)
or
Substantial research paper requirement (see general degree requirements) on a topic in the field of International Politics

UNITED STATES FOREIGN POLICY (USFP) (39 credit hours)

Major Field (18 credit hours)

- SIS-689 Seminar in Foreign Policy Analysis (3)
- SIS-581 Schools of Thought in Contemporary U.S. Foreign Policy (3)
- SIS-615 Fundamentals of U.S. Foreign Economic Policy (3)
or
ECON-603 Introduction to Economic Theory (3)
ECON-xxx approved economic policy course
- SIS-682 United States Foreign Policy (3)
- 9 credit hours from the following:
SIS-519 Special Studies in International Politics (3) (topic approved by advisor)
SIS-581 Schools of Thought in Contemporary U.S. Foreign Policy (3)
SIS-583 United States in World Affairs (3)
SIS-588 International Security and Arms Control (3)
SIS-683 Congress and Foreign Policy (3)
SIS-684 National Security Policy (3)
SIS-685 United States–Russian/Eurasian Security Relations (3)
SIS-689 Seminar in Foreign Policy Analysis (3)
or approved SIS courses relating directly to U.S. foreign policy, country- or region-specific topics, international economic policy or issues such as law, illicit drugs, intelligence, and arms control.

Related Field (9 credit hours)

- Three approved courses from one of the other major field groups in SIS: Comparative and Regional Studies (CRS), International Communication (IC), International Development (ID), International Economic Policy (IEP), International Politics (IP), or International Peace and Conflict Resolution (IPCR).

or

Three courses making up an optional related field approved by the student's faculty advisor or the SIS Graduate Office.

Social Science Research Methodology (6 credit hours)

- SIS-600 Quantitative Analysis in International Affairs (3)

- 3-credit methodology course appropriate to the student's research interests

Research and Writing Requirement (6 credit hours)

- SIS-797 Master's Thesis Supervision (6)

or

Substantial research paper requirement (see general degree requirements)

Note: The thesis or substantial research paper must relate clearly to the field of U.S. Foreign Policy.

J.D and M.A. in International Affairs

Graduates receive the J.D. degree from the Washington College of Law (WCL) and the M.A. in International Affairs from the School of International Service.

Admission to the Program

Students apply to both the Washington College of Law (WCL) and the School of International Service (SIS). Students may begin their studies in SIS after completing one full year of full-time study at WCL. SIS accepts LSAT scores in place of the GRE general scores normally required for admission. For specific criteria employed by SIS, see the graduate admission and degree requirements for the M.A. in International Affairs above. Admission to either WCL or SIS in no way implies that admission to the other will necessarily be granted. Students who have been admitted to the M.A. in International Affairs may apply to WCL. For more information on admission requirements, contact the WCL Admissions Office at (202) 274-4101.

Degree and Major Requirements

- 86 credit hours of course work in the Washington College of Law
Up to 6 credit hours of School of International Service course work may be credited toward the J.D. requirement.
- 39 credit hours of approved graduate course work in the SIS M.A. in International Affairs concentration: Comparative and Regional Studies (CRS), International Economic Policy (IEP), International Politics (IP), or United States Foreign Policy (USFP).
Up to 15 credit hours in WCL courses may be credited toward the M.A. requirements (see approved list in the SIS Graduate Office).
- Proficiency in one modern foreign language
- Comprehensive examination (see general degree requirements)
- Thesis or substantial research paper requirement (see general degree requirements)

Course Requirements

- approved major field theory course (3)
- Three to five relevant major field courses (9-15)
- approved research methods course (3)
- LAW-516 Legal Methods (4)
- LAW-xxx approved WCL economics course (3)
- 9 credit hours of related field courses in an approved related field

- 6 credit hours of master's thesis or substantial research paper requirement options

M.A./M.B.A. in International Affairs and Business Administration

The School of International Service and the Kogod School of Business offer a joint degree program through which students may earn a master's degree in International Affairs with a concentration in Comparative and Regional Studies combined with a Master of Business Administration. Students must be accepted by both schools, but need to submit only one application to either SIS or Kogod. Admission is for full-time students only. During the first year of the program, students move through the program as members of a cohort. Students also participate in a required orientation and special workshops as part of the program.

See the Interdisciplinary Programs chapter for a complete description of the program and degree requirements.

M.A. in International Communication

Admission to the Program

See general admission requirements for master's degrees.

Students applying for admission to this program must have had a strong undergraduate major or minor in social and behavioral sciences or communication. For further information, contact the International Communication Division at (202) 885-1621.

Degree Requirements

- 36 credit hours of approved graduate course work
- Proficiency in a modern foreign language (see general degree requirements)
- One written comprehensive examination in International Communication (see general degree requirements)
- Thesis or substantial research paper requirement (see general degree requirements and IC course requirements)

Course Requirements

Major Field (15 credit hours)

- SIS-640 International Communication (3) (prerequisite for all major field courses)
- SIS-641 Psychological and Cultural Bases of International Politics (3)
- SIS-642 Cross-Cultural Communication (3)
- SIS-644 Communication and Social and Economic Development (3)
- SIS-645 International and Comparative Communication Policies (3)

or

SIS-643 Political Economy of International Communication (3)

Related Field (9 credit hours)

- Three approved courses from one of the other major field groups in SIS: Comparative and Regional Studies (CRS), International Development (ID), International Economic

Policy (IEP), United States Foreign Policy (USFP), or International Peace and Conflict Resolution (IPCR).

or
Three courses making up an optional related field approved by the student's faculty advisor.

Social Science Research Methodology (6 credit hours)

- SIS-600 Quantitative Analysis in International Affairs (3)
- One of the following:
SIS-646 Information Systems and International Communication (3)
SIS-695 Research Seminar in International Communication (3)
- or
a specific or topical methodology course appropriate to the student's research interests and approved by the IC faculty (3)

Research and Writing Requirement (6 credit hours)

- SIS-797 Master's Thesis Supervision (6)
- or
Substantial research paper requirement (see general degree requirements) from the following:
SIS-611 International Negotiations (3)
SIS-643 Political Economy of International Communication (3) (if not used to fulfill the major field requirement, above)
SIS-690 Independent Study Project in International Studies (1-6) with consultation and approval of the IC faculty
SIS-691 Internship in International Affairs (3) or
SIS-692 Cooperative Education Field Experience (3)
SIS-696 Selected Topics course with permission of the student's advisor (3)
SIS-740 Colloquium in International Communication (3)

Note: The thesis or substantial research paper must relate to the major field of International Communication.

M.A. in International Peace and Conflict Resolution

Admission to the Program

See general admission requirements for master's degrees.

Degree Requirements

The International Peace and Conflict Resolution (IPCR) program includes three components: building a sound academic foundation in the field; enabling students to concentrate in their particular area of interest; and ensuring that students integrate learning into a comprehensive body of knowledge that can be applied to professional interests.

- 39 credit hours of approved graduate course work
- Proficiency in a modern foreign language (see general degree requirements)
- Comprehensive examination (see general degree requirements)
- Thesis or substantial research paper requirement (see general degree requirements)

Course Requirements

Major Field (12 credit hours)

- SIS-607 Peace Paradigms (3) (prerequisite for all major field courses)
- SIS-609 Conflict Analysis and Resolution: Theory and Practice (3)
- SIS-610 Theory of Conflict, Violence and War (3)
- SIS-611 International Negotiation (3)

Economics (3 credit hours)

- ECON-603 Introduction to Economic Theory (3)
- or
ECON-xxx approved economics course

Related Field (12 credit hours)

- Four courses approved by the IPCR faculty from one of the major field groups in SIS: Comparative and Regional Studies (CRS), International Communication (IC), International Development (ID), International Economic Policy (IEP), International Politics (IP), or United States Foreign Policy (USFP).

or

Four courses approved by the student's faculty advisor making up an optional related field or an academically-sound concentration defined by a central concept which allows the student to focus on a particular area of interest.

Methodology (6 credit hours)

- SIS-600 Quantitative Analysis in International Affairs (3)
- SIS-612 Research Seminar in Peace and Conflict Resolution (3) or other approved methods course

Research and Writing Requirement (6 credit hours)

- SIS-797 Master's Thesis Supervision (6)
- or
SIS-795 Master's Research Requirement (3) and
SIS-691 Internship in International Affairs (3) or
SIS-692 Cooperative Education Field Experience (3)

M.A. in International Peace and Conflict Resolution and M.A.T.

Offered through the School of International Service and School of Education in the College of Arts and Sciences, this dual degree program provides students the opportunity to earn both the M.A.T. in secondary education and the M.A. in International Peace and Conflict Resolution. It also prepares students to take the national teacher certification examination.

For a description of this program including admission and degree requirements, see the Interdisciplinary Programs chapter.

M.A. in International Peace and Conflict Resolution and Master of Theological Studies

A dual master's degree program is offered by the School of International Service and Wesley Theological Seminary. Graduates receive both the M.A. in International Peace and Conflict Resolution and the Master of Theological Studies.

Admission and Requirements

- Applications are submitted to both SIS and Wesley. Students must be admitted separately to each program.
- Students may count up to 12 credit hours from Wesley toward the M.A. in International Peace and Conflict Resolution. With SIS faculty approval, 9 credit hours fulfill the related field requirement, and 3 credit hours count toward the research requirement.

Please refer to the Wesley Theological Seminary catalog for a description of the degree requirements for the Master of Theological Studies, or call the Admissions Office at (202) 885-8652.

M.A. in International Development

Admission to the Program

See general admission requirements for master's degrees.

Degree Requirements

- 42 credit hours of approved graduate course work
- Certification of proficiency in a modern foreign language (see general degree requirements)
- Thesis or substantial research paper requirement (see general degree requirements)
- Comprehensive examination (see general degree requirements)

Course Requirements

Core Courses (15 credit hours)

- ECON-603 Introduction to Economic Theory (3)
(may be waived by an examination administered by the Department of Economics, which reduces the total required credit hours to 39 and the core course credit hours to 12.)
- ECON-661 Economic Development Policy (3) *or*
ECON-660 Survey of Economic Development (3)
(prerequisite: ECON-500 Microeconomics and ECON-501 Macroeconomics)
- SIS-636 Micropolitics of Development (3)
- SIS-637 International Development (3)
- One of the following courses:
SIS-650 World Economy and Sustainable Development (3)
SIS-635 Advanced Topics in Development Management:
Rural Development (3)
Urban Development (3)
SOCY-665 Economic Development and Social Change (3)

Related Field (15 credit hours)

- Courses approved by the student's faculty advisor selected from one concentration. Up to 6 credit hours in SIS-638 Selected Topics in International Development Skills may be included. Students may design their own concentration with the approval of the faculty advisor. Examples of concentrations include:

Community Development and Basic Needs
Development Finance and Banking
Development Education
Development Management
Development Policy

Economics and Finance and International Economic Policy
Entrepreneurship and Small Business
Environment and Development
Gender Studies and Development
Management

Social Science Research Methodology (6 credit hours)

- SIS-600 Quantitative Analysis in International Affairs (3)
- approved methodology course appropriate to the student's research interests (3)

Research and Writing Requirement (6 credit hours)

- SIS-797 Master's Thesis Supervision (6)
or
Substantial research paper requirement (see general degree requirements)

Special Opportunities

- The School of International Service sponsors the weekly International Development Forum in which noted scholars, policy makers, and international development professionals are invited to interact on campus with students, faculty, and members of the Washington development community in discussions of current issues in the international development field.

M.S. in Development Management

The M.S. in Development Management offers a unique opportunity for combining development and public administration to provide state of the art training and practice in development management, as presently being developed both in the United States and at important centers in the Third World. American University's Washington, D.C. location provides a special opportunity to become familiar with major international development organizations and to meet with noted scholars and practitioners active in the field.

Admission to the Program

See general admission requirements for master's degrees.

Applicants must have at least two years field experience working on development problems or projects in the United States, Western Europe, or in developing countries.

Degree Requirements

- 42 credit hours of approved graduate course work
A mid-level professional who has performed successfully in a technical or managerial role before admission to the program may apply through the director of the M.S. in Development Management program to the dean of SIS to have the total program requirements reduced by up to 6 credit hours. This application may be made after completion of 9 credit hours and must make reference to a number of areas in which the student has acquired basic competence. Credit earned as part of an internship program does not count in this provision.
- Certification of proficiency in a modern foreign language (see general degree requirements)

- The research requirement for the degree is met by completing 6 credit hours of practicum research.
- Comprehensive examination requirement completed in conjunction with practicum research (see general degree requirements)

Course Requirements

Core Courses (18 credit hours)

- ECON-603 Introduction to Economic Theory (3)
(May be waived by an examination administered by the Department of Economics, which reduces the total credit hours required for the program to 39 and total core course credit hours to 15.)
- ECON-661 Economic Development Policy (3) or
ECON-660 Survey of Economic Development (3)
(prerequisite: ECON-500 Microeconomics and
ECON-501 Macroeconomics)
- SIS-636 Micropolitics of Development (3)
- SIS-637 International Development (3)
- PUAD-610 Public Management (3)
- PUAD-614 Development Management (3)

Related Field (12 credit hours)

- Four courses approved by the student's faculty advisor selected from one concentration. Up to 6 credit hours in SIS-638 Selected Topics in International Development Skills may be included. Students may design their own concentration with the approval of the faculty advisor and the MSDM director. Examples of concentrations include:

Development Management and Information Systems

Entrepreneurship and Small Business

Program and Project Management

Social Science Research Methodology (6 credit hours)

- SIS-600 Quantitative Analysis in International Affairs (3) or other approved course in social science research methodology
- an approved specific or topical methodology course (3) appropriate to the student's research interests

Research and Writing Requirement (6 credit hours)

- SIS-693 Practicum: Action Research in Development Management (6) (must be completed with a grade of B or better.)

Special Opportunities

- International Development Forum: See the M.A. in International Development program, above.

Master of International Service (M.I.S.)

The Master of International Service is specifically designed for those with significant experience in international affairs. The program's two semester intensive period of study is complemented by opportunities for participating in an array of public dialogue and on-going research programs.

Admission to the Program

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least B+ (3.30 or higher on a 4.00 scale). Students who do not meet these minimum requirements, if otherwise admissible, are assigned additional course work in excess of degree requirements specified at the time of admission. Students should also have significant professional experience, typically nine years.

Application deadline is May 1. Admitted students may defer matriculation for one year provided that a written request for deferment is submitted to and approved by the SIS Dean's Office.

All applicants are required to submit official transcripts and translations from their undergraduate institutions and two letters of reference evaluating their suitability for the mid-career master's program in international service. International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). Applicants should plan to take the TOEFL prior to December to ensure full consideration of the application by the May 1 deadline. Admittees without TOEFL scores of 600 (250 on the computer version) or above must enroll in the English Language Institute (ELI) to program entrance. Finally, applicants must submit an essay outlining their significant professional experience, highlighting the background they would contribute to the program, and their motivation for graduate study. The essay should also contain a brief description of their intended program of study.

Degree Requirements

- At least 30 credit hours of approved graduate course work with a cumulative grade point average of 3.00, including 24 credit hours in residence.
Students with significant prior professional experience in international affairs may apply to the SIS Dean's Office to have the total program reduced by up to 6 credit hours, which will be applied to the independent study requirement. Such application must make reference to areas in which the student has acquired professional competence. Students seeking to use the significant professional experience clause are limited to a total of 6 credit hours, including any transfer credit.
- Non-thesis option: SIS-686 Proseminar in International Affairs I and SIS-687 Proseminar in International Affairs II as part of the 24 credit hours in residence; these courses also fulfill the tool of research requirement
- Comprehensive examination completed in conjunction with SIS-687 Proseminar in International Affairs (consult program office for details)

Course Requirements (30 credit hours)

- 18 credit hours (six courses) in residence selected in consultation with and approved by the SIS associate dean or division directors
- SIS-686 Proseminar in International Affairs I (3)
- SIS-687 Proseminar in International Affairs II (3)
- SIS-690 Independent Study Project (6) approved by the SIS associate dean

M.A. in Environmental Policy

The M.A. in Environmental Policy provides a multidisciplinary foundation that is distinctive among master's-level programs. The curriculum is comprised of a common core, an area of concentration, and a research capstone. The core contains 6 credit hours each of policy theory, economics, and research methodology, and 8 credit hours of science. The 9-credit hour area of concentration is tailored to fit the student's intellectual goals and professional objectives. The research capstone allows students to make an original contribution in their specialization. Graduates of this program are well grounded in both the theory and practice of environmental policy, with international and domestic focus. Refer to the Interdisciplinary Programs chapter for specific admission, degree, and course requirements for this program.

M.A. in Ethics and Peace

An M.A. in Ethics and Peace is offered by both the School of International Service and the Department of Philosophy and Religion in the College of Arts and Sciences. For information on admission and degree requirements, see the Interdisciplinary Programs chapter.

Ph.D. in International Relations

Admission to the Program

The Doctor of Philosophy in International Relations program is designed to prepare graduates for careers in university teaching and research. The curriculum combines core offerings in international relations, comparative social theory, comparative and regional studies, and methodology within a structure that allows students considerable flexibility. Major emphasis is placed on research. In addition to completing the dissertation, students are encouraged to present conference papers, engage in collaborative work with faculty members and submit articles to refereed journals.

Applicants for the Ph.D. degree program may hold a bachelor's or master's degree or its equivalent in a field related to international relations. Applicants should present a prior cumulative grade point average that is substantially above B (3.50 or higher on a 4.00 scale) in a field relevant to international relations.

All applicants are required to submit results of the Graduate Record Examination (GRE). International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score for full consideration is 600 (or 250 on computer version) (see the International Student Information chapter for more information on English language requirements). Applicants should plan to take the appropriate test no later than December to ensure consideration of their applications by the January 15 deadline.

The program is designed for study on a full-time basis. Applicants for the Ph.D. degree are considered and admitted only for the fall semester each year. The school does not permit stu-

dents to begin their doctoral work in the spring. Deferral of matriculation in the Ph.D. program is not permitted. In order to be considered for fall admission, applications and all supporting materials must reach the SIS Graduate Admissions Office no later than January 15.

All applicants must submit at least three letters of reference which evaluate their academic performance and their suitability for undertaking doctoral study in international relations. Cultural factors are considered in making admissions decisions and in evaluating transcripts and examination results.

Doctoral students may transfer up to 30 credit hours of previous graduate course work earned at accredited institutions with minimum grades of B in each course. Previously earned graduate credits are applied to Ph.D. program requirements if they are relevant to students' programs and dissertation topics. Requests for transfer of graduate credit are considered at the time of advancement to candidacy. Credits completed more than seven years before the semester of matriculation are not transferable.

Degree Requirements

- 72 credit hours of approved graduate course work, including at least 12 credit hours of dissertation supervision. A minimum grade point average of 3.25 in all course work is required to remain in good standing and to earn the degree.
- *Proficiency in one modern language*; language proficiency should be in an area relevant to the student's research. Certification is by university-administered examination.
- *Proficiency in social science research methodologies appropriate to the student's field of study and dissertation topic*. Normally this requirement is satisfied by completing 12 credit hours of courses in research methods, as described under Course Requirements, below.
- *Regular participation in the semi-monthly Ph.D. research seminar during the first three years of residency*. Students are expected to present the results of their ongoing research and to serve as discussants for papers presented by faculty and visiting scholars to the university.
- *Satisfactory completion of two written and two oral comprehensive examinations*.

The oral qualifying examination, normally given at the end of the first year, examines students on theoretical, epistemological, and methodological literature and issues in international relations, comparative social theory, and comparative and regional studies. These areas are addressed in the core seminars that students normally complete during their first year of residence, although the scope of the examination is not limited to topics covered in the seminars. The oral qualifying examination evaluates students' preparation in subjects that are considered to be an essential foundation for doctoral study and research in the School of International Service.

Written field comprehensive examinations are taken in two major fields of study selected by the student. One field must be designated from the graduate examination fields offered

by the School of International Service as Ph.D. level fields of concentration. A second field may be selected from offerings of SIS or from the offerings of other teaching units of the university that provide doctoral instruction. As an alternative, students may construct a special field, with permission of the director of the Ph.D. program and the advice of at least three qualified scholars. Two of these scholars must be members of the American University faculty; all three must agree in writing to serve on an examining committee. Students are normally expected to complete their written field examinations no later than three years after entering the program.

The oral defense of the prospectus examines students on their dissertation proposals and on substantive issues, literature, theory, epistemology, and methodology relevant to the proposed dissertation research. Examiners are qualified scholars designated by the director of the Ph.D. program, who chairs the examination. Two of the examiners must be members of the American University faculty. Examiners will usually be prospective members of the student's dissertation committee. Students are normally expected to complete their prospectus defense no later than the end of the seventh semester after entering the program.

For details on scheduling comprehensive examinations and examination procedures, consult the director of the Ph.D. program or the SIS Graduate Office.

- *Advancement to candidacy:* to be advanced to candidacy, students must remedy any deficiencies specified at the time of admission, be certified as proficient in a modern foreign language in addition to English, complete their social science research methodology requirement, declare their comprehensive examination fields of concentration, and pass the oral defense of prospectus.
- *Acceptance by the faculty of the School of International Service of a dissertation proposal.* The dissertation proposal must provide a justification for the dissertation research, review relevant literature, identify relevant theoretical, epistemological, and methodological issues, and provide a detailed research design, including a timetable for completion of the work.

The dissertation proposal is first presented at the oral defense of the prospectus. However, successful passage of the defense of the prospectus and approval of the dissertation proposal are separate but overlapping processes. After the defense of prospectus is passed, the dissertation proposal must be formally approved by the dissertation committee and by the dean.

Usually, the scholars selected as examiners also review the dissertation proposal and are the prospective members of the student's dissertation committee. Two members of the reviewing committee must be members of the American University faculty and one must be a faculty member of the School of International Service.

- *Completion of the doctoral dissertation and successful defense of the dissertation in an oral examination.* The dissertation must consist of high quality original research, directly relevant to the student's doctoral program. Dissertation committees comprise a minimum of three members, one of whom serves as chair and as the primary supervisor of the dissertation research. It is the responsibility of the student to secure the agreement of a full-time tenured or tenure track member of the School of International Service faculty to serve as the chair of his or her dissertation committee. At least two members of dissertation committees must be full-time tenured or tenure track members of the American University faculty. The members of the committee must be approved by the dean of the School of International Service. Students must successfully defend their dissertation in an oral examination on an occasion to which the entire American University community is invited, customarily with two weeks prior notice. Students must present a completed draft of their dissertation for defense. They are responsible for having the final draft of their dissertation meet university style requirements. Dissertations must be approved by the dean of the School of International Service.
- *Statute of limitations:* American University's *Academic Regulations* provide that all work for the doctorate must be completed within five years from the date of first enrollment as doctoral student (seven years if the student entered a doctoral program with a bachelor's degree). Prior to the expiration of the time limit specified (or to the expiration of approved extensions) a student may petition for an extension of candidacy. Extensions are approved by the dean of the School of International Service, upon recommendation of the student's advisor and the director of the Ph.D. program. In any event, the totality of extensions will not exceed a three year period beyond the applicable duration of five or seven years.

Course Requirements

International Relations Theory Core (12 credit hours)

- SIS-700 Comparative and Regional Studies Proseminar (3)
- SIS-701 International Relations Proseminar (3)
- SIS-703 Contemporary Theories of International Relations (3)
- SIS-705 Social Theory in Comparative and International Perspective (3)

Social Science Research Methodology (12 credit hours)

- SIS-714 Conduct of Inquiry in International Relations (3)
- SIS-715 Seminar on Advanced Research Design (3)
- Two other courses in social science methodology appropriate to the student's field of study and dissertation research, selected in consultation with and approved by the director of the Ph.D. program.

Graduate-level methodology courses taken at other universities may be counted in fulfilling this requirement only with permission of the director of the Ph.D. program.

Field Requirements

- Additional field requirements are described in the SIS program statements for major fields in Comparative and Regional Studies (CRS), International Communication (IC), International Development (ID), International Economic Policy (IEP), International Peace and Conflict Resolution (IPCR), International Politics (IP), and United States Foreign Policy (USFP).
- Doctoral-level course preparation in two other comprehensive examination fields. Other options for meeting this requirement must be made in consultation with and approved by the director of the Ph.D. program.

Research and Writing Requirement

- 12 credit hours of SIS-799 Dissertation Supervision and successful completion of the dissertation.

Graduate Certificate in Cross-Cultural Communication

Admission to the Program

Open to students with a bachelor's degree from an accredited institution.

Requirements

- 15 credit hours of approved graduate course work

Course Requirements

- SIS-642 Cross-Cultural Communication (3)
- SIS-641 Psychological and Cultural Bases of International Politics (3)
or
SIS-640 International Communication (3)
- 9 credit hours of electives in a cluster of related courses as approved by the student's advisor

Graduate Certificate in International Development Management

Admission to the Program

Open to graduate level students in special contract programs approved by the director of the International Development Program who have successfully completed the special prerequisite program in English, mathematics/statistics, computers, and economics.

Certificate Requirements

- 21 credit hours of approved graduate study, with at least a 3.0 grade point average. Courses with grades of C- or D will not be accepted towards fulfillment of certificate requirements, although these grades will be included in the calculation of the cumulative grade point average.

Course Requirements (15 credit hours)

- ECON-505 Quantitative Analysis of Economic Models (3)
or
SIS-600 Quantitative Analysis in International Affairs (3)
- ECON-603 Introduction to Economic Theory (3)
- SIS-636 Micropolitics of Development (3)
or
SIS-637 International Development (3)
- SIS-638 Selected Topics in International Development Skills (1) (three are required)
- PUAD-614 Development Management (3)

Elective Courses (6 credit hours)

- Two courses from the following:
ECON-660 Survey of Economic Development (3)
SIS-636 Micropolitics of Development (3) (if not taken above)
SIS-637 International Development (3) (if not taken above)
PUAD-613 Administration of International Programs (3)

Other courses similar to the above may be substituted with prior approval of the director of the International Development Program.

Graduate Certificate in International Economic Relations

Admission to the Program

Open to students with a bachelor's degree from an accredited institution.

Requirements

- 15 credit hours of approved graduate course work

Course Requirements

- ECON-603 Introduction to Economic Theory (3)
- SIS-615 Introduction to U.S. Foreign Economic Policy (3)
or
ECON-611 Survey of International Economics (3)
- ECON-505 Quantitative Analysis of Economic Models (3)
or
SIS-600 Quantitative Analysis in International Affairs (3)
- 6 credit hours from the following:
ECON-661 Economic Development Policy (3)
SIS-519 Special Studies in International Politics:
Monetary Union in Europe (3)
SIS-565 U.S. Economic Relations with Japan and China (3)
SIS-665 International Trade and Investment Relations (3)
- SIS-666 International Monetary and Financial Relations (3)

School of Public Affairs

- Department of Government
 - Department of Justice, Law and Society
 - Department of Public Administration
-

Dean Walter Broadnax

Associate Dean for Academic Affairs Thomas Vonk

The School of Public Affairs is committed to education and research programs in the field of public affairs. An interest in public affairs reflects a concern for people and how they interact with government institutions and political systems. Students are able to pursue this interest through a comprehensive educational experience that includes classroom instruction, individual research, and practical professional training. Through its three departments—the Department of Government, the Department of Justice, Law and Society, and the Department of Public Administration—the school provides a comprehensive and unified approach to the study of public affairs in the United States and around the world. Each program is designed to focus on specific career interests, including careers in government and not-for-profit organizations, but all are multidisciplinary, issue and policy oriented, and adapted to Washington's unique educational opportunities.

Washington is an ideal location for studying public affairs. As the site of national government and as a world capital, the city provides students with vivid evidence of the interrelationships of domestic and international politics. Students can observe first hand the political, economic, and environmental forces shaping public affairs and public policy. As an integral part of the curriculum, internships in private and public organizations lend a practical dimension to the academic programs and provide the opportunity to interact with policy makers. Washington's facilities for scholarly research and personal enrichment include such government institutions as the Library of Congress, the National Archives, and the Smithsonian Institution, as well as many departmental and agency libraries.

The School of Public Affairs, drawing on the facilities of the university, the Consortium of Universities of the Washington Metropolitan Area, and the Washington community, offers a unique combination of resources for study and practical experience in the field of public affairs. The school's comprehensive range of academic and professional programs leads to degrees at the bachelor's, master's, and doctoral levels.

Faculty

The school has more than 50 active full-time faculty members including both nationally recognized scholars and others distinguished by their public service. Augmenting the full-time faculty is an adjunct faculty of eminent government officials and public affairs practitioners who bring to the classroom the special insights acquired in their professional experience.

Undergraduate Study

Undergraduate students may plan their academic programs to meet personalized learning objectives. Recognizing that a multidisciplinary education is required to meet the ever changing nature of the public affairs profession, advisors often encourage students to take courses in other academic units.

Graduate Study

The graduate degree programs in the School of Public Affairs serve a number of diverse educational needs. Most master's programs educate students for specific professional careers in government and other nonprofit organizations at local and national levels. These programs emphasize managerial, analytical, and conceptual skills necessary for professional success in the public service. Others provide students with a general understanding of the academic disciplines related to public affairs. Doctoral programs are designed to prepare qualified individuals for professional appointments in teaching, scholarly research, and executive management and are offered in political science, public administration, and justice, law and society.

Internships

The school encourages qualified students to work for course credit as interns in governmental, political, and private organizations. These internships are designed to give students practical involvement in political processes or action programs. For example, a student might work for a member of Congress, the Department of State, the Department of Justice, or for other organizations directly concerned with public policy.

Independent Study

The School of Public Affairs encourages students to engage in independent study projects related to their fields of interest. These projects include reading, research, and field work in the Washington area arranged directly with a faculty member.

Study Abroad

The World Capitals Program provides opportunities for study abroad in London, Rome, Copenhagen, Brussels, Paris, Madrid, Berlin, Prague, Moscow, Buenos Aires, Santiago, Jerusalem, Southern Africa, and Beijing. In addition, summer sessions include relevant courses, workshops, and tours abroad.

Educational Resources

Computer-aided instruction and research is encouraged and facilitated by a variety of technical resources. The university operates quantitative teaching and research laboratories to introduce students to the use of computers, statistics, and mathematical methods in social research and management applications. These labs are staffed with graduate assistants who tutor new users and provide professional consulting to experienced users.

Honorary Societies

The school recognizes both academic and professional achievement by students and alumni through membership in national honorary societies. Pi Sigma Alpha, the national political science honor society, founded in 1920, is open to selected seniors and graduate students majoring in political science or international relations.

Alpha Phi Sigma is the national honor society for criminal justice. It recognizes scholastic excellence by undergraduate and graduate students in the justice field. Sigma Phi Omega, the university's prelaw honor society, is open to all qualified undergraduate students, sophomore and above.

Pi Alpha Alpha is the national honorary society for public affairs and administration. The School of Public Affairs has one of the 18 charter chapters. Graduate students completing their programs are invited to join if they meet the academic standards set by the chapter.

Undergraduate majors are also eligible for Phi Beta Kappa.

Career and Professional Opportunities

A public affairs education prepares students for a variety of careers. Graduates serve public or private agencies where they assist in creating or implementing policy alternatives. Some teach public administration, political science, justice, and related courses at universities, colleges, or secondary schools. Others seek opportunities in private sector professions not formally related to their degree programs. Alumni are serving as city managers, lawyers, management analysts, investigators, legislative assistants, lobbyists, budget or systems analysts, newspaper editors, research associates, professors, and appointed and elected government officials.

Center for Congressional and Presidential Studies

Founded in 1980, the Center for Congressional and Presidential Studies has become the focus of research and training in the Department of Government. A unique institution, the center

brings together scholars, students, public officials, journalists, and leaders in public and private organizations to study Congress and the presidency through scholarly forums, colloquiums, and seminars on current topics.

The center's many activities provide an opportunity for graduate students to work on research projects, assist with publications, and gain valuable practical and scholarly experience.

Campaign Management Institute

This innovative institute was designed by the school's faculty, together with leading Democratic and Republican political managers and campaign consultants to serve as a foundation for students, campaign workers, political activists, and legislative staffers interested in campaign management.

The institute's intensive program covers campaign organization, strategy, research, fund raising, polling, paid media, earned media, general management, targeting, campaign law and ethics, computer technology, and get-out-the-vote. Through this program, many students have found placement in national, state, and local campaigns as well as in survey research and campaign management firms.

Public Affairs Institute

Modeled on the Campaign Management Institute, the Public Affairs Institute provides students with an intensive exploration into the art and craft of the lobbying profession. The format allows students to become immersed in the strategies and tactics of organized interests attempting to influence the federal policy-making process. In addition to the applied aspects of the lobbying profession, lobbying is placed in a more theoretical perspective by linking the real world of political influence with the issues of democratic political representation.

Women & Politics Institute

The Women & Politics Institute is dedicated to the advancement of the study and discussion of women and politics, the promotion of opportunities for women in politics, and the involvement of students, faculty, and political leaders in issues of concern to women. The institute's strategic location in Washington, D.C. allows students and faculty access to the resources of the nation's capital. Through workshops, seminars, and internships, participants have outstanding opportunities to pursue the study of women in the political and policy arenas.

Leadership Program

The SPA Leadership Program is a four-year program designed to develop a corps of students at American University who have the skills and commitment to make a positive difference in their communities and the world. The program creates a dynamic learning environment by bringing together students with shared interests and goals through its courses, seminars, community service projects, and activities.

Creating opportunities for experiencing first hand how our nation's policy is developed and implemented, the program broadens students' understanding of the nature of American politics. To prepare students for life-long participation in all aspects of public service, the program fosters their leadership,

teamwork, negotiating, communications, critical thinking, and organizational skills.

The Leadership Program is based on the belief that every person has leadership ability and that democracy requires responsible action by everyone, not just those in positions of authority. By teaching theories of leadership, the public

policy-making process, ethics, social justice, and community service, the program stresses the importance of principled, creative, results-oriented leadership based on core values. Students are brought face to face in small interactive sessions with key Washington public officials and decision makers who provide a behind-the-scenes view of how our nation's capital really works.

Department of Government

Chair Gregg Ivers

Academic Advisors Robert Briggs, Suzanne Groscup, Briana Weadock, Nathan Williamson

Full-Time Faculty

Professor Emeritus E.H. DeLong (Dean Emeritus), J. Fishel, J.J. Hanus, M. Greenberg, M. Meadows, E.V. Mittlebecker, N.S. Preston, E.S. Robinson, M.P. Walker

Professor S.W. Hammond, W.M. LeoGrande, K. O'Connor, J.A. Thurber

Associate Professor C.A. Degregorio, G. Ivers, R.A. Lane, A. Levine, C.J. Nelson, S. Newman, D. Singerman, P.L. Sykes
Assistant Professor M. Barakso, N. Dietz, D. Lublin, J. Soss, S. Stiles, S. Taylor, L. Vetter

Distinguished Adjunct Professor in Residence J. Bond

Leadership Program Director S. Stiles

The Department of Government makes use of the special opportunities available from its location in the nation's capital for the teaching and study of political science and public affairs.

The department's undergraduate program focuses on government and public affairs as an aspect of a broad liberal arts education. It prepares the student for an enlightened role in national, community, and world affairs. This program can lead to a career in public affairs or any private or not-for-profit area that deals with the growing interrelationship between the public and private sectors. It also provides a solid and comprehensive foundation for the student who plans to pursue further education before entering a career in politics or public affairs, governmental administration, law, teaching, or research.

The graduate program is designed to prepare students for academic or professional careers in public affairs or policy analysis. The master's and doctoral programs in political science are flexible in order to meet the educational needs of a diverse student population.

B.A. in Political Science

Admission to the Program

New freshmen and transfer students are admitted through the university's Admissions Office. Students currently enrolled in the university who wish to transfer into the Department of Government or develop a double major or minor should have a

grade point average of 2.00 or higher and the approval of the undergraduate academic advisor.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 54 credit hours with grades of C or better

Course Requirements

- GOVT-110/GOVT-110G Politics in the United States 4:1 (3-4)
 or
 GOVT-120 Introduction to American Politics (3)
- One of the following political theory courses:
 GOVT-105/GOVT-105G Individual Freedom vs. Authority 2:1 (3)
 GOVT-303 Ancient Political Thought (3)
 GOVT-305 Modern Political Thought (3)
 GOVT-306 American Political Thought (3)
- One of the following comparative politics courses:
 GOVT-130/GOVT-130G Comparative Politics 3:1 (3)
 GOVT-231 Third World Politics (3)
 GOVT-232 Politics of Industrial Societies (3)
- One of the following international affairs courses:
 SIS-105/SIS-105G World Politics 3:1 (3)
 SIS-110/SIS-110G Beyond Sovereignty 3:1 (3)
 SIS-381 Foreign Policies of the Great Powers (3)
 SIS-382 The Analysis of United States Foreign Policy (3)
- One of the following research methodology courses:
 ECON-310 Introduction to Econometrics (3)
 GOVT-310 Introduction to Political Research (3)
 SIS-206 Introduction to International Relations Research (3)
 SOCY-320 Introduction to Social Research (3)

STAT-202 Basic Statistics (4)

- Political science course requirements: 21 credit hours at the 200 or 300 level with no more than 6 hours from internships, cooperative education, independent study, independent reading, Washington Semester, and American University study abroad programs.
- 6 additional credit hours at the 400 or 500 level
- Related social science requirement: 12 credit hours above the introductory level from at least two of the following disciplines: economics, history, international studies, sociology, and specified courses in American studies, anthropology, communication, justice, philosophy, and psychology

Note: Political science majors may count up to three courses offered by the School of International Service (SIS) in addition to SIS-105/SIS-105G, SIS-110/SIS-110G, SIS-381, or SIS-382 toward the major and related course requirements. Students using two SIS courses for the major are limited to one SIS course for the related course requirements.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

B.A. in Interdisciplinary Studies: Communication, Legal Institutions, Economics, and Government (CLEG)

This interdisciplinary major is designed for students who want a breadth of background necessary to participate effectively in decision making for public affairs and the practical training necessary to deal with social problems as public issues.

Admission to the Program

New freshmen and transfer students are admitted through the university's Admissions Office. Students currently enrolled in the university who wish to transfer into the Department of Government or develop a double major or minor should have a grade point average of 2.00 or higher and the approval of the undergraduate academic advisor.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.

- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 57 credit hours with grades of C or better

Course Requirements

- COMM-200 Writing for Mass Communication (3)
- COMM-310 Public Speaking (3)
- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- GOVT-110/GOVT-110G Politics in the United States 4:1 (3-4) *or*
GOVT-120 Introduction to American Politics (3)
- GOVT-391 Internship (3-6)
- GOVT-489 CLEG Seminar (3)
- JLS-104 Introduction to Systems of Justice (3)
- One course from the following:
GOVT-105/GOVT-105G Individual Freedom vs. Authority 2:1 (3)
GOVT-305 Modern Political Thought (3)
GOVT-306 American Political Thought (3)
- One course from the following:
GOVT-215/GOVT-215G Civil Rights and Liberties 4:2 (3)
GOVT-352 Law and the Political System (3)
- 24 additional credit hours, including 12 credit hours at the 300 level or above, selected from a list of approved courses in communication (COMM-xxx), legal institutions (JLS-xxx), economics (ECON-xxx), and government (GOVT-xxx). The list of approved courses is available in the Department of Government office.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

B.A. in Environmental Studies

The B.A. in Environmental Studies is an interdisciplinary program of studies designed to provide a basic understanding of the scientific and social processes that shape our environment. Each student follows one of two tracks, in Environmental Science or Environmental Policy. Both tracks provide a solid foundation based on the natural sciences as well as the social sciences, through course work spanning many disciplines, including courses in the College of Arts and Sciences, the School of International Service, and the School of Public Affairs. For a description of this program, see the Interdisciplinary Programs chapter.

Washington Semester in American Politics

Admission to the Program

This one-semester program draws on the unique environment of Washington, D.C. to offer students a full program of seminars with decision makers and others involved in the policy process, an internship in a governmental office or with an interest group, and either a research project or a course elected from regular university offerings. The program is open to students from American University and affiliated institutions.

Requirements for admission to the program are: nomination by a Washington Semester faculty representative; a minimum grade point average of 2.50 (on a 4.00 scale); at least one course in American national government or equivalent; and at least second-semester sophomore standing. Selection is competitive. Students earn undergraduate credit that may be applied toward the requirements for a bachelor's degree.

Course Requirements

- GOVT-410 Washington Semester in American Government and Politics Seminar I (4)
- GOVT-411 Washington Semester in American Government and Politics Seminar II (4)
- GOVT-412 Washington Semester in American Government and Politics Research Project (4) or other approved course
- GOVT-416 Washington Semester in American Government and Politics Internship (4)

Washington Semester in Transforming Communities

Admission to the Program

The Washington Semester in Transforming Communities fosters the ideal of "think globally, act locally" by providing students with the knowledge and tools to take community service to a new level. Washington, D.C., serves as a distinctive learning laboratory for exploring how grassroots action, government opportunities, and creative programs can strengthen and rebuild communities. Students meet with activists, policy makers, and other leaders in the field.

The program is open to students from American University and affiliated institutions. Students earn undergraduate credit in either government (GOVT) or justice, law and society (JLS) that may be applied toward the requirements for a bachelor's degree. Requirements for admission to the program are: nomination by a Washington Semester faculty representative; a minimum 2.50 grade point average (on a 4.00 scale); and at least second-semester sophomore standing.

Course Requirements

- GOVT-417/JLS-464 Transforming Communities Seminar I (4)
- GOVT-418/JLS-465 Transforming Communities Seminar II (4)

- GOVT-419/JLS-466 Transforming Communities Research Project (4)
- GOVT-420/JLS-467 Transforming Communities Internship (4)

Minor in Political Science

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- GOVT-110/GOVT-110G Politics in the United States 4:1 (3-4) or GOVT-120 Introduction to American Politics (3-4)
- One of the following political theory courses: GOVT-105/GOVT-105G Individual Freedom vs. Authority 2:1 (3) GOVT-303 Ancient Political Thought (3) GOVT-305 Modern Political Thought (3) GOVT-306 American Political Thought (3)
- 15 credit hours in other Department of Government (GOVT-xxx) courses, including at least 9 credit hours at the 300 level and at least 3 credit hours at the 400 or 500 level

Combined B.A. and M.A. in Political Science

This program enables qualified students to earn, in a continuous plan of study, both the B.A. in Political Science or a related discipline and the M.A. in Political Science.

Admission to the Program

Admission to the combined B.A./M.A. program requires junior standing, a cumulative grade point average of 3.00 (on a 4.00 scale), a completed application form (available from the Department of Government), a written faculty recommendation, an essay on the student's interests and abilities in political science and an interview with the Department of Government graduate advisor.

Acceptance and participation in the B.A./M.A. program does not automatically guarantee acceptance into the graduate program. Students must apply for admission to the graduate program no later than the last undergraduate semester. The Graduate Record Examination (GRE) is required for admission to the M.A. program.

Course Requirements

- All requirements for the B.A. in Political Science or related discipline
 - All requirements for the M.A. in Political Science
- Students may take up to 6 credit hours in 500 level courses specified by the Department of Government as applicable to both the B.A. and M.A. degrees. Recommended preparatory courses include political science and statistics.

M.A. in Political Science

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record Examination (GRE). All applicants are evaluated on the basis of scholastic achievement in their last 60 credit hours of undergraduate work, two letters of recommendation and an essay on career interest. Applicants who wish to be considered for departmental honor awards must apply for full-time status.

Degree and Major Requirements

- 33 credit hours of approved graduate work
- Written comprehensive examination in the major field

Fields

American Politics, Applied Politics, and Comparative Politics

Course Requirements

American Politics

- GOVT-610 Introduction to Quantitative Methods in Political Science (3)
- GOVT-650 Political Analysis (3)
- 9 credit hours selected from political science or other disciplines, which may include 3 credit hours of GOVT-691 Internship or GOVT-692 Cooperative Education Field Experience
- 18 credit hours in American politics including:
GOVT-651 The Legislative Process (3) (or another course on Congress with permission of the student's advisor)
GOVT-652 The Presidency and the Executive Branch (3)

An approved course on public opinion, political behavior, elections, parties and interest groups, GOVT-520 Advanced Studies in Campaign Management, or GOVT-523 The Art and Craft of Lobbying

Applied Politics

- GOVT-610 Introduction to Quantitative Methods in Political Science (3)
- GOVT-620 Applied Politics and American Public Policy (3)
- GOVT-650 Political Analysis (3)
- GOVT-520 Advanced Studies in Campaign Management (4) or
GOVT-523 The Art and Craft of Lobbying (4)
- Two 1 credit courses from the following:
Campaign Management Institute (GOVT-520)
Campaign Field (1)
Strategy, Theme and Message (1)
Political Writing (1)
or other approved topics

Public Affairs Institute (GOVT-523)
Survey Research, Focus Groups, Media (1)
Lobbying and the Internet (1)
Grassroots Lobbying (1)

or other approved topics

- 18 credit hours from the following courses:
GOVT-520 Advanced Studies in Campaign Management (4)
or
GOVT-523 The Art and Craft of Lobbying (4) (if not taken to fulfill requirement above)
GOVT-525 Congress and the Executive (3)
GOVT-540 Political Parties, Interest Groups, and Lobbying (3)
GOVT-541 The Politics of Mass Communication (3)
GOVT-651 The Legislative Process (3)
GOVT-652 The Presidency and the Executive Branch (3)
GOVT-656 Voting Behavior, Elections and Campaigns (3)
GOVT-674 Constitutional Law and Politics (3)
GOVT-691 Internship or GOVT-692 Cooperative Education Field Experience (3)
PUAD-560 Intergovernmental Relations (3)
or other SPA comparative politics course
- **Comparative Politics**
- GOVT-610 Introduction to Quantitative Methods in Political Science (3)
- GOVT-632 Classics of Comparative Politics (3)
- GOVT-650 Political Analysis (3)
- One political theory course (3)
- 12 credit hours from the following:
GOVT-633 Political Institutions in Comparative Perspective (3)
GOVT-634 Democratization: Past, Present, Future (3)
GOVT-635 Social and Political Movements, Ethnicity and Nationalism (3)
other SPA comparative politics courses
- 9 credit hours selected from political science or other disciplines, which may include 3 credit hours in GOVT-691 Internship or GOVT-692 Cooperative Education Field Experience

Ph.D. in Political Science

Admission to the Program

Applicants are considered and admitted for the fall semester only. February 1 is the deadline for application for admission. All applicants must submit scores from the verbal and quantitative sections of the Graduate Record Examination (GRE). The normal minimum for consideration is a grade point average of 3.20 (on a 4.00 scale) in all previous academic work. Preference will be given to applicants for full-time study, although highly qualified students may be admitted for part-time study.

Major Fields

American Politics, Comparative Politics, Policy Analysis, Public Administration, and Justice, Law and Society

Degree and Major Requirements

- 72 credit hours of approved graduate work is required for students entering the program with a bachelor's degree; a minimum of 48 credit hours is required of students who have completed an approved master's degree.

- Advancement to candidacy is accomplished by successfully completing a written qualifying examination at the end of the second semester of study.
- Students take written comprehensive examinations in American politics and one of the remaining major field areas. They master the subject matter of the third through formal course work. Following completion of the written examinations, all students take an oral examination on their entire program of study before a committee of faculty members, and defend their dissertation proposal.

The remaining major field areas include comparative politics, public administration, policy analysis, justice, law and society, methods, and any Ph.D. field offered at American University, subject to the approval of the SPA director of doctoral programs. Methods is offered only as a third, non-comprehensive field. Two of the three major field areas must be offered by the School of Public Affairs. Under special circumstances, students may take a field outside American University, subject to the approval of the SPA director of doctoral programs.

- The Ph.D. is fundamentally a research degree. Understanding scientific inquiry and correctly using research techniques require extensive preparation. All students in the program take three courses designed to help doctoral students comprehend the nature of science and master tools of research (see Course Requirements, below).

Each student selects a specialization in which to complete an original research project under the direction of program faculty and write a dissertation. Students may choose research projects within one of the major areas or select a research specialization from one of the other graduate fields within the school.

Each student prepares a research proposal for the dissertation project. It is the responsibility of the student to secure the agreement of a School of Public Affairs full-time tenured or tenure-track faculty member to serve as the chair of the dissertation committee. One of the other two members of the committee may be from outside SPA. As part of this process, each student must publicly defend the research proposal before the dissertation committee and other interested faculty. The committee and the SPA director of doctoral programs (acting for the dean) must approve the defense and the research proposal. The topic covered by the proposal must be related to ongoing research or publications of the supervising faculty.

As work on the dissertation project progresses, students register for 6–12 credit hours of directed study. Substantive course work may be used as part of this requirement where it contributes directly to the research specialization and is specifically recommended by the dissertation committee chair.

Upon completion of the research and the written dissertation, the candidate submits the manuscript to the dissertation committee for review. If the committee members approve the manuscript, the candidate must complete an oral defense of the dissertation and the general field in which it lies before the committee and other interested faculty. The committee determines conclusively at this point whether the dissertation and examination are acceptable.

The dissertation must consist of high quality original research directly relevant to the student's doctoral program. A dissertation proposal may be rejected if the topic does not address a major research issue in political science or public administration, the research design is inadequate, the methodology is inappropriate, or because no full-time tenured or tenure-track faculty member in the School of Public Affairs is academically competent or available to supervise the project. If the candidate fails to maintain satisfactory progress toward completion of the dissertation, his or her candidacy may be terminated.

Course Requirements

- GOVT-710 Seminar in American Politics (3)
- Additional advanced courses in American politics, proseminars and additional advanced courses in the two remaining major field areas, including comparative politics, justice, law and society, policy analysis, public administration, methods, and any Ph.D. field offered at American University, subject to the approval of the SPA director of doctoral programs. Proseminars are selected from:
GOVT-720 Seminar in Policy Analysis (3)
GOVT-730 Seminar in Comparative Politics (3)
JLS-710 Seminar in Justice, Law and Society (3)
PUAD-710 Seminar in Public Administration (3)

Three courses in research design and methodology:

- GOVT-612 Conduct of Inquiry I (3)
- GOVT-613 Conduct of Inquiry II (3)
- GOVT-614 Research in Political and Administrative Behavior (3) *or*
GOVT-615 Qualitative Research Methods (3) *or*
GOVT-704 Approaches to Political Understanding (3)
- GOVT-799 Doctoral Dissertation Seminar (6–12)

Department of Justice, Law and Society

Chair Robert Johnson

Academic Advisors Carl Cook, Linda Spicer

Full-Time Faculty

University Professor R.J. Simon

Professor Emeritus R.A. Myren, D.J. Saari, A.S. Trebach

Professor R.R. Bennett, B. Forst, R. Johnson, J.P. Lynch, L.I. Shelley, E.C. Viano, R.I. Weiner

Research Professor A.D. Biderman, C. Cooper, J. Trotter

Associate Professor D. Dreisbach, D. Golash

Assistant Professor S.D. Carr Friday, D. Fagelson, R. Kane, J. Savage

Distinguished Adjunct Professor in Residence R. Fosen

The Department of Justice, Law and Society (DJLS) has one of the oldest programs in the field of justice in the United States. The full-time faculty in the department have educational backgrounds in law, criminology, criminal justice, philosophy, political science, sociology, and social work. The department offers the Bachelor of Arts in Justice and in Law and Society; Master of Science in Justice, Law and Society; a dual Juris Doctor and Master of Science program with the Washington College of Law; and the Ph.D. in Justice, Law and Society.

The B.A. in Justice analyzes the foundations, functions, policies and procedures of justice. Crime and deviance are major policy concerns in American society, and systems of justice are the major public policy response for dealing with these problems. Cross-cultural and international perspectives are brought to bear when they shed light on the nature of crime and deviance or on the workings of American systems of justice. The B.A. in Law and Society program examines the role of law as it permeates social, political, and economic institutions. The complex relation of law and justice, broadly conceived, is the central consideration in this program. Drawing on the social sciences and humanities, it offers an historical and international perspective on legal issues. Both undergraduate majors can be considered prelaw majors.

The M.S. in Justice, Law and Society examines problems of justice from the vantage point of both justice and public policy, and law and society. In both areas there is an emphasis on understanding, evaluating, and, where appropriate, conducting research. Graduates who go on for doctoral or professional study are equipped to pursue rigorous graduate work in programs that emphasize justice or law and society, as well as in programs that merge these concerns.

The department's programs prepare students for law school and further graduate study, as well as for entry-level positions and professional careers in the justice field. Washington, D.C. provides a constant source of cooperative education and internship placements, which often lead to challenging employment.

B.A. in Justice

Admission to the Program

New freshman and transfer students are admitted through the Undergraduate Admissions Office. Current students in good academic standing who wish to transfer into the department or develop a double major may do so through a formal declaration of major.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 48 credit hours with grades of C or better

Course Requirements

- JLS-100/JLS-100G Justice in America 4:1 (3) *or* JLS-104 Introduction to Systems of Justice (3)
- JLS-103 Critical Issues in Justice (3)
- JLS-205 History and Philosophy of Criminology (3)
- JLS-220/JLS-220G Cities and Crime 2:2 (3) *or* JLS-206 Justice and Deviant Behavior (3)
- JLS-307 Justice, Law, and the Constitution (3)
- JLS-309 Justice and Public Policy (3)
- JLS-380 Introduction to Justice Research (3) (prerequisite: STAT-202 Basic Statistics)
- 27 credit hours from the following with at least 15 credit hours at the 300 level or above, with one course from each of the four cluster areas:

Justice, Criminology and Deviance

- JLS-206 Justice and Deviant Behavior (3)
- JLS-215/JLS-215G Violence and Institutions 4:2 (3)
- JLS-253 Juvenile Delinquency: Causes, Prevention and Treatment (3)
- JLS-303 Drugs, Alcohol and Society (3)
- JLS-401 Criminal Behavior: A Psychosocial Analysis (3)
- JLS-517 Victimology (3)
- JLS-551 Comparative Justice Studies Abroad (3)

Justice and Legal Process

- JLS-110/JLS-110G Western Legal Tradition 2:1 (3)
- JLS-225/JLS-225G American Legal Culture 2:2 (3)
- JLS-308 Justice, Morality and the Law (3)
- JLS-311 Introduction to Forensic Science (3)
- JLS-342 Judicial Administration (3)
- JLS-352 Psychiatry and the Law (3)
- JLS-382 Determination of Fact (3)
- JLS-420 Legal Reasoning (3)
- JLS-458 The Juvenile and the Law (3)
- JLS-501 The Concept of Justice (3)
- JLS-535 Gender and the Law (3)

Justice, Law Enforcement and Public Policy

- JLS-210 Policing in America: An Introductory Survey (3)
- JLS-211 Contemporary Issues in American Law Enforcement (3)
- JLS-313 Organized Crime (3)
- JLS-315 White-Collar and Commercial Crime (3)
- JLS-513 Law and Economics (3)
- JLS-525 Law and the Corporate World (3)
- JLS-550 Drugs, Crime, and Public Policy (3)

Justice, Corrections and Punishment

- JLS-200/JLS-200G Deprivation of Liberty 4:2 (3)
- JLS-230 Corrections in America (3)
- JLS-332 Corrections and the Constitution (3)
- JLS-431 The Prison Community (3)
- JLS-530 Concepts of Punishment (3)

The remaining 15 credit hours may be selected from any one or more of the clusters. A total of 9 credit hours of internships, cooperative education, independent study, independent reading, Washington Semester or American University study abroad programs may be applied to this requirement, with no more than 6 credit hours of course work in any one category.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

B.A. in Law and Society**Admission to the Program**

New freshman and transfer students are admitted through the Undergraduate Admissions Office. Current undergraduate students in good academic standing who wish to transfer into the department or develop a double major may do so through a formal declaration of major.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 48 credit hours with grades of C or better

Course Requirements

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- JLS-103 Critical Issues in Justice (3)
- JLS-110/JLS-110G Western Legal Tradition 2:1 (3)
- JLS-225/JLS-225G American Legal Culture 2:2 (3) *or* JLS-310 The Legal Profession (3)
- JLS-307 Justice, Law, and the Constitution (3)
- JLS-380 Introduction to Justice Research (3) (prerequisite: STAT-202 Basic Statistics)
- JLS-402 Comparative Systems of Law and Justice (3)
- 27 credit hours from the following with at least 15 credit hours at the 300 level or above, with one course from each of the five cluster areas:

Law and the Justice System

- JLS-100/JLS-100G Justice in America 4:1 (3)
- JLS-200/JLS-200G Deprivation of Liberty 4:2 (3)
- JLS-308 Justice, Morality, and the Law (3)
- JLS-309 Justice and Public Policy (3)
- JLS-310 The Legal Profession (3) (if not taken for requirement above)

- JLS-342 Judicial Administration (3)
- JLS-343 Issues in Civil Justice (3)
- JLS-382 Determination of Fact (3)
- JLS-420 Legal Reasoning (3)
- JLS-504 Comparative Criminology and Criminal Justice (3)
- JLS-541 Law and Authoritarian Societies (3)
- JLS-551 Comparative Justice Studies Abroad (3-6)
- SIS-322 Human Rights (3)

Sociology and Anthropology

- ANTH-215/ANTH-215G Sex, Gender, and Culture 3:2 (3)
- ANTH-336 Social Structure (3)
- ANTH-431 Taboos (3)
- JLS-220/JLS-220G Cities and Crime 2:2 (3)
- JLS-303 Drugs, Alcohol, and Society (3)
- JLS-454 Violence in America (3)
- JLS-517 Victimology (3)
- JLS-535 Gender and the Law (3)
- SOCY-350 Social Problems in a Changing World (3)
- SOCY-351 Race and Ethnic Conflict: Global Perspectives (3)

Political Science/Government

- GOVT-215/GOVT-215G Civil Rights and Liberties 4:2 (3)
- GOVT-305 Modern Political Thought (3)
- GOVT-321 Congress and Legislative Behavior (3)
- GOVT-335 Democratization, Participation, and Social Movements (3)
- GOVT-350 Constitutional Law I: Powers and Federalism (3)
- GOVT-352 Law and the Political System (3)
- PHIL-221 Philosophy, Politics, and Society (3)
- SIS-321 International Law (3)

Economics

- ACCT-201 Legal Issues in Business (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- ECON-302 Comparative Economic Systems (3)
- ECON-309 Public Economics (3)
- ECON-317 Political Economy (3)
- ECON-320 History of Economic Ideas (3)
- ECON-325 Social Choice and Economic Justice (3)
- JLS-513 Law and Economics (3)
- JLS-525 Law and the Corporate World (3)

Psychology

- JLS-215/JLS-215G Violence and Institutions 4:2 (3)
- JLS-301 Drugs, Consciousness and Human Fulfillment (3)
- JLS-333 Law, Psychology, and Justice (3)
- JLS-352 Psychiatry and the Law (3)
- PSYC-205/PSYC-205G Social Psychology 4:2 (3)
- PSYC-215/PSYC-215G Abnormal Psychology and Society 4:2 (3)
- PSYC-240/PSYC-240G Drugs and Behavior 5:2 (3)
- The remaining 12 credit hours may be selected from any one or more of the clusters. A total of 9 credit hours of internships, cooperative education placements, independent study, independent reading, Washington Semester or American University study abroad programs may be applied to this requirement, with no more than 6 credit hours of course work in any one category.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Washington Semester in Justice**Admission to the Program**

This one semester program draws on the unique environment of Washington, D.C. to provide students with a realistic picture of the processes of the criminal justice system; the inter-

relationships of the institutions operating in that system; the problems of civil justice systems; and local, national, and international levels of the justice system. This is accomplished through seminars, field trips to justice agencies, internships, and independent research projects. The program is open to students from American University and affiliated institutions. Students earn undergraduate credit that may be applied toward the requirements for a bachelor's degree.

Requirements for admission to the program are: a major in justice or a related social science; nomination by two Washington Semester faculty representatives; a minimum 2.50 grade point average (on a 4.00 scale); and at least second-semester sophomore standing.

Course Requirements

- JLS-492 Washington Justice Seminar I: A National and Intergovernmental Perspective (4)
- JLS-493 Washington Justice Seminar II: A National and Intergovernmental Perspective (4)
- JLS-490 Independent Study Project in Justice (4) or other approved course
- JLS-491 Internship in a Justice Setting (4)

Washington Semester in Transforming Communities**Admission to the Program**

The Washington Semester in Transforming Communities fosters the ideal of "think globally, act locally" by providing students with the knowledge and tools to take community service to a new level. Washington, D.C., serves as a distinctive learning laboratory for exploring how grassroots action, government opportunities, and creative programs can strengthen and rebuild communities. Students meet with activists, policy makers, and other leaders in the field.

The program is open to students from American University and affiliated institutions. Students earn undergraduate credit in either government (GOVT) or justice, law and society (JLS) that may be applied toward the requirements for a bachelor's degree. Requirements for admission to the program are: nomination by a Washington Semester faculty representative; a minimum 2.50 grade point average (on a 4.00 scale); and at least second-semester sophomore standing.

Course Requirements

- GOVT-417/JLS-464 Transforming Communities Seminar I (4)
- GOVT-418/JLS-465 Transforming Communities Seminar II (4)
- GOVT-419/JLS-466 Transforming Communities Research Project (4)
- GOVT-420/JLS-467 Transforming Communities Internship (4)

Minor in Justice

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- JLS-103 Critical Issues in Justice (3)
- JLS-104 Introduction to Systems of Justice (3)
or
JLS-100/JLS-100G Justice in America 4:1 (3)
- 12 credit hours in justice (JLS-xxx) at the 300 level or above. No more than 6 credit hours may be taken from any one cluster: Justice, Criminology and Deviance; Justice and Legal Process; Justice, Law Enforcement and Public Policy; and Justice, Corrections and Punishment (see Justice major course requirements, above).

Combined B.A. and M.S. in Justice, Law and Society

Admission to the Program

This program enables students to complete the B.A. and the M.S. in five years. Undergraduate students with majors in justice or related disciplines at the American University apply to this program through formal application no later than the last undergraduate semester. Admissions decisions are based on the normal M.S. standards and procedures of the school.

Course Requirements

- All requirements for the B.A. in Justice, B.A. in Law and Society, or related discipline
 - All requirements for the M.S. in Justice, Law and Society
- Students may use up to 6 credit hours of course work in justice at the 500 level to satisfy the requirements for both degrees.

M.S. in Justice, Law and Society

The M.S. in Justice, Law and Society focuses on the foundations and structure of institutions of justice and law. Students receive a thorough grounding in both empirical and theoretical approaches to public policy issues and take a concentration in either justice and public policy, or law and society.

The concentration in justice and public policy provides a theoretical grounding in criminology and course work in corrections, law enforcement, and court management. This concentration prepares students for a variety of practitioner and research positions in criminal justice, or for advanced graduate work in criminology or criminal justice.

The concentration in law and society provides an interdisciplinary perspective on the role of law in society, including the theoretical foundations of law, the relationship between law and the social sciences, and broad issues of social justice. This concentration prepares students for positions in policy research and analysis or for advanced graduate work in law and society.

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must submit Graduate Record

Examination (GRE) test scores. Undergraduate preparation in the social, behavioral, and administrative or managerial sciences is preferred, but not required. Applicants are evaluated on the basis of scholastic achievement in their last 60 credit hours of undergraduate work, test scores and two letters of recommendation.

Concentrations

Justice and Public Policy, and Law and Society

Degree and Major Requirements

- 33 credit hours of approved graduate work with at least 18 credit hours at the 600 level
- Written comprehensive examination in one of the concentration areas, justice and public policy, or law and society. Students must complete seminars and electives in the relevant area before taking the examination.
- Research requirement: JLS-680 Introduction to Justice Research I and either JLS-681 Introduction to Justice Research II or JLS-797 Master's Thesis Research (thesis option for selected students in the law and society concentration with departmental permission) with grades of B or better

Course Requirements

- Two courses from the following:
JLS-601 Law and Society: Law and Social Sciences (3)
JLS-602 Law and Society: Legal Theory (3)
JLS-609 Justice and Public Policy: Criminological Theory (3)
JLS-610 Justice and Public Policy: Controversial Issues (3)
- JLS-680 Introduction to Justice Research I (3)
(prerequisite: basic statistics)
- JLS-681 Introduction to Justice Research II (3)
or
JLS-797 Master's Thesis Research (3)

Justice and Public Policy (21 credit hours)

- 12 credit hours from the following:
JLS-501 Concept of Justice (3)
JLS-504 Comparative Criminology and Criminal Justice (3)
JLS-517 Victimology (3)
JLS-526 Domestic Violence (3)
JLS-530 Concepts of Punishment (3)
JLS-550 Drugs, Crime, and Public Policy (3)
JLS-596 Selected Topic with permission of advisor
JLS-608 The Constitution and Criminal Procedure (3)
JLS-609 Justice and Public Policy: Criminological Theory (3)
(if not used for requirement above)
JLS-610 Justice and Public Policy: Controversial Issues (3) (if not used for requirement above)
JLS-620 Crime, Conscience and Community (3)
JLS-638 Race and Justice in America (3)
JLS-643 Advanced Seminar in Policing (3)
JLS-663 Advanced Seminar in Courts (3)
JLS-686 Advanced Seminar in Corrections (3)
JLS-687 Law, Deviance, and the Mental Health System (3)

- 9 additional credit hours from the list above, from law and society electives, or from the following:

JLS-520 Insider's View of Justice (3)
 JLS-551 Comparative Justice Studies Abroad (3-6)
 JLS-690 Independent Study Project in Justice (1-6)
 JLS-691 Internship in a Justice Setting (1-6)
 JLS-692 Cooperative Education Field Experience (3-6)
 PUAD-606 Foundations of Policy Analysis (3)
 PUAD-610 Management Analysis (3)
 PUAD-616 Legal Basis of Public Management (3)
 PUAD-633 Financial Aspects of Public Management (3)
 PUAD-654 Organizational Diagnosis and Change (3)

Law and Society (21 credit hours)

- 12 credit hours from the following:

JLS-501 Concept of Justice (3)
 JLS-513 Law and Economics (3)
 JLS-525 Law and the Corporate World (3)
 JLS-530 Concepts of Punishment (3)
 JLS-535 Gender and the Law (3)
 JLS-541 Law and Authoritarian Societies (3)
 JLS-596 Selected Topic with permission of advisor
 JLS-601 Law and Society: Law and Social Sciences (3) (if not used for requirement above)
 JLS-602 Law and Society: Legal Theory (3) (if not used for requirement above)
 JLS-608 The Constitution and Criminal Procedure (3)
 JLS-615 Law and Human Rights (3)
 JLS-620 Crime, Conscience and Community (3)
 JLS-638 Race and Justice in America (3)
 JLS-648 Law and Religion (3)

- 9 additional credit hours from the list above, from justice and public policy electives, or from the following:

GOVT-523 The Art and Craft of Lobbying (1-4)
 GOVT-525 Congress and the Executive (3)
 GOVT-540 Political Parties, Interest Groups and Lobbying (3)
 GOVT-541 The Politics of Mass Communication (3)
 GOVT-674 Constitutional Law and Politics (3)
 HIST-651 Era of the Revolution and Constitution (3)
 JLS-520 Insider's View of Justice (3)
 JLS-551 Comparative Justice Studies Abroad (3-6)
 JLS-690 Independent Study Project in Justice (1-6)
 JLS-691 Internship in a Justice Setting (1-6)
 JLS-692 Cooperative Education Field Experience (3-6)
 PHIL-525 Seminar on Modern Moral Problems (3)
 PHIL-641 Philosophy of the Social Sciences (3)
 PUAD-606 Foundations of Policy Analysis (3)
 SIS-621 International Law and the Legal Order (3)

J.D. and M.S. in Justice, Law and Society

Admission to the Program

The program enables students to complete the J.D. and M.S. degrees in approximately four years. Students must apply to and be accepted by both the Washington College of Law and the

Department of Justice, Law and Society. Admission to either the M.S. or J.D. program in no way implies that admission to both programs will be granted.

Students may apply to both programs simultaneously or begin either program separately and then apply to the other program. However, once the study of law has begun, no justice courses can be taken until one full year of full-time law study has been completed.

Admission criteria are the same as those for the M.S. in Justice, Law and Society. If application is made initially to the Washington College of Law (WCL), LSAT scores are accepted in place of GRE general scores and application materials submitted to the WCL are reviewed for admission to the Department of Justice, Law and Society.

Requirements

- All requirements for the Juris Doctor in the Washington College of Law
- All requirements for the Master of Science in Justice, Law and Society in the Department of Justice, Law and Society
 Students may apply 6 credit hours of justice courses to the J.D. degree and 6 credit hours of law courses to the M.S. in Justice, Law and Society. The law advisor must approve the justice courses and the justice advisor must approve the law courses in advance of taking the courses to be applied toward both degrees.

Ph.D. in Justice, Law and Society

Admission to the Program

Applicants are considered and admitted for the fall semester only. February 1 is the deadline for application for admission. All applicants must submit scores from the Graduate Record Examination (GRE). The normal minimum for consideration is a grade point average of 3.20 (on a 4.00 scale) in all previous academic work. Preference will be given to applicants for full-time study, although highly qualified students may be admitted for part-time study.

Major Fields

Justice, Law and Society, Policy Analysis, Public Administration, American Politics, and Comparative Politics,

Degree and Major Requirements

- 72 credit hours of approved graduate work is required for students entering the program with a bachelor's degree; a minimum of 48 credit hours is required of students who have completed an approved master's degree.
- Advancement to candidacy is accomplished by successfully completing a written qualifying examination at the end of the second semester of study.
- Students take written comprehensive examinations in justice, law and society and one of the remaining major areas. They master the subject matter of the third through formal course work. Following completion of the written examinations, all students take an oral examination on their entire program of

study before a committee of faculty members, and defend their dissertation proposal.

The remaining major field areas include American politics, comparative politics, public administration, policy analysis, methods, and any Ph.D. field offered at American University, subject to the approval of the SPA director of doctoral programs. Methods is offered only as a third, non-comprehensive field. Two of the three major field areas must be offered by the School of Public Affairs. Under special circumstances, students may take a field outside American University, subject to the approval of the SPA director of doctoral programs.

- The Ph.D. is fundamentally a research degree. Understanding scientific inquiry and correctly using research techniques require extensive preparation. All students in the program take three courses designed to help doctoral students comprehend the nature of science and master tools of research (see Course Requirements, below).

Each student selects a specialization in which to complete an original research project under the direction of program faculty and write a dissertation. Students may choose research projects within one of the major areas or select a research specialization from one of the other graduate fields within the school.

Each student prepares a research proposal for the dissertation project. It is the responsibility of the student to secure the agreement of a School of Public Affairs full-time tenured or tenure-track faculty member to serve as the chair of the dissertation committee. One of the two other members of the committee may be from outside SPA. As part of this process, each student must publicly defend the research proposal before the dissertation committee and other interested faculty. The committee and the SPA director of doctoral programs (acting for the dean) must approve the defense and the research proposal. The topic covered by the proposal must be related to ongoing research or publications of the supervising faculty.

As work on the dissertation project progresses, students register for 6–12 credit hours of directed study. Substantive course work may be used as part of this requirement where it contributes directly to the research specialization and is

specifically recommended by the dissertation committee chair.

Upon completion of the research and the written dissertation, the candidate submits the manuscript to the dissertation committee for review. If the committee members approve the manuscript, the candidate must complete an oral defense of the dissertation and the general field in which it lies before the committee and other interested faculty. The committee determines conclusively at this point whether the dissertation and examination are acceptable.

The dissertation must consist of high quality original research directly relevant to the student's doctoral program. A dissertation proposal may be rejected if the topic does not address a major research issue in justice, law and society, the research design is inadequate, the methodology is inappropriate, or because no full-time tenured or tenure-track faculty member in the School of Public Affairs is academically competent or available to supervise the project. If the candidate fails to maintain satisfactory progress toward completion of the dissertation, his or her candidacy may be terminated.

Course Requirements

- JLS-710 Seminar in Justice, Law and Society (3)
- Additional advanced courses in justice, law and society, proseminars and additional advanced courses in the two remaining major field areas, including American politics, comparative politics, policy analysis, public administration, methods, and any Ph.D. field offered at American University, subject to the approval of the SPA director of doctoral programs. Proseminars are selected from:
GOVT-710 Seminar in American Politics (3)
GOVT-720 Seminar in Policy Analysis (3)
GOVT-730 Seminar in Comparative Politics (3)
PUAD-710 Seminar in Public Administration (3)
- Three courses in research design and methodology:
• GOVT-612 Conduct of Inquiry I (3)
• GOVT-613 Conduct of Inquiry II (3)
• GOVT-614 Research in Political and Administrative Behavior (3) *or*
GOVT-615 Qualitative Research Methods (3) *or*
GOVT-704 Approaches to Political Understanding
- GOVT-799 Doctoral Dissertation Seminar (6–12)

Department of Public Administration

Chair Claire L. Felbinger

Academic Advisors Nina Allen

Full-Time Faculty

Professor Emeritus R.P. Boynton, R.E. Cleary,
E.H. DeLong (Dean Emeritus), D.H. Koehler, M. Segal,
R.G. Smolka

Distinguished Professor D. H. Rosenbloom

Professor W. Broadnax, C.M. Kerwin, L. I. Langbein,
H.E. McCurdy, B.H. Ross, B.R. Schiller

Associate Professor K. Farquhar, C. L. Felbinger, H. Lieber,
D. R. Mullins, D. G. Zauderer

Assistant Professor M. Bailey, J. Cadigan, C.A. Richardson

Distinguished Adjunct Professor in Residence

A. Alpern, R. Tobias, A. Zuck

The mission of the Department of Public Administration is to prepare students to become innovative leaders by developing their managerial and analytical skills. Drawing on Washington's unique resources, department programs are designed to enhance policy making and administration in public sector and related organizations involved in regional, national, and international governance. This is accomplished through a strong commitment by faculty to state-of-the-art teaching, practical research, and dedication to public service.

Minor in Public Administration

The minor in public administration is designed for students interested in pursuing careers in the public or not-for-profit sector. It allows undergraduate students to major in the social sciences or humanities while specializing in an academic area that is more career focused.

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- GOVT-110/GOVT-110G Politics in the United States 4:1 (3-4) *or*
GOVT-120 Introduction to American Politics (3-4)
- PUAD-260 Administrative Politics (3)
- PUAD-343 Governmental Management (3)
- 12 additional credit hours from the following:
GOVT-240 Metropolitan Politics (3)
MGMT-353 Principles of Organizational Theory, Behavior, and Management (3)
PUAD-560 Intergovernmental Relations (3)
Other government (GOVT-xxx) courses related to public administration may be used with permission of the Department of Public Administration chair.

Combined Bachelor's and Master of Public Administration

This program enables qualified students to earn, in a continuous plan of approximately five years of study, both a bachelor's degree with a major in any related discipline and the Master of Public Administration.

Admission to the Program

Admission to the combined B.A./M.P.A. program requires junior standing, a cumulative grade point average of 3.00 (on a 4.00 scale), a completed application form (available from the Department of Public Administration), a written faculty recommendation, an essay on the student's interests and abilities in public administration, and an interview with the Department of Public Administration chair.

Acceptance and participation in the combined B.A./M.P.A. program does not automatically guarantee acceptance into the graduate program. Students must apply for admission to the graduate program no later than the last undergraduate semester.

Course Requirements

- All requirements for a bachelor's degree with a major in any related discipline
- All requirements for the Master of Public Administration
Up to 12 credit hours of approved graduate level courses may be applied to the requirements of both degree. Recommended preparatory courses include economics, statistics, computer science, accounting, and writing and other communication skills.

Combined Bachelor's and Master of Public Policy

This program enables qualified students to earn, in a continuous plan of approximately five years of study, both a bachelor's degree with a major in any related discipline and the Master of Public Policy.

Admission to the Program

Admission to the combined B.A./M.P.P. program requires junior standing, a cumulative grade point average of 3.00 (on a 4.00 scale), a completed application form (available from the Department of Public Administration), a written faculty recommendation, an essay on the student's interests and abilities in public policy, and an interview with the Department of Public Administration chair.

Acceptance and participation in the combined B.A./M.P.P. program does not automatically guarantee acceptance into the graduate program. Students must apply for admission to the graduate program no later than the last undergraduate semester.

Course Requirements

- All requirements for a bachelor's degree with a major in any related discipline
- All requirements for the Master of Public Policy

Six credit hours of approved graduate level course work may be applied to the requirements of both degrees.

Recommended preparatory courses include economics, statistics, computer science, accounting, and writing and other communication skills.

Master of Public Administration (M.P.A.)

The Master of Public Administration program contributes to the department's mission by preparing students for leadership positions in public service and related organizations. It emphasizes instruction and applications in core management competencies and areas of further concentration which allow students to enhance skills or develop new ones to address the changing global environment.

Admission to the Program

Applicants must meet the minimum university requirements for graduate study. Admission decisions are based on the applicant's academic record, two letters of recommendation, and an essay on public service related career interests. Applicants who have completed their undergraduate degree within the last three years are strongly encouraged to submit scores from the Graduate Record Examination (GRE) or a similar test. The GRE is required for applicants who wish to be considered for departmental assistantship awards. The department values applicants who have acquired real world experience before beginning their professional degree program.

Degree and Major Requirements

- 42 credit hours of approved graduate work; 45 credit hours for the management consulting concentration

A student who has performed successfully for several years as a manager in a supervisory role before admission to the M.P.A. program may apply to the chair of Public Administration to have the total program reduced by up to 6 credit hours. Such application must make reference to a number of areas in which the student has acquired basic competency. Credit earned as part of an internship program does not count toward the total course requirement for students availing themselves of this provision. Students seeking to use both the significant managerial experience clause and the transfer credit allowance are limited to a total of 9 credit hours.

- Written comprehensive examination
- The research requirement is satisfied by completing two of the following courses with grades of B or better:
PUAD-601 Methods of Problem Solving I (3)
PUAD-610 Management Analysis (3)
PUAD-630 Public Managerial Economics (3)

- International students with limited backgrounds in American government generally take PUAD-600 Introduction to the American Political System (1) before beginning their studies.

Course Requirements

- PUAD-601 Methods of Problem Solving I (3)
- PUAD-610 Management Analysis (3)
- PUAD-612 Public Administration in the Policy Process (3)
- PUAD-616 Legal Basis of Public Administration (3)
or
PUAD-608 Comparative Administrative Systems (3) for international students returning to countries without Anglo-American or European legal traditions, with permission of the academic counselor
- PUAD-630 Public Managerial Economics (3)
- PUAD-650 Leadership in a Changing Workplace (3)
- Three courses from the following:
PUAD-602 Methods of Problem Solving II (3)
PUAD-611 Government and Non-Profit Informatics (3)
PUAD-615 Contract and Grant Management (3)
PUAD-617 Project Management (3)
PUAD-633 Financial Aspects of Public Management (3)
PUAD-652 Facilitation and Team Development (3)
PUAD-665 Human Resource Management Strategies (3)
- PUAD-691 Internship (3) or PUAD-692 Cooperative Education Field Experience (3)

Preservice students about to begin their career participate in a supervised internship. An internship seminar, equal in credit to one course, relates on-the-job experience to current political and administrative issues. The formal internship program is optional for students already employed.

or
other approved course

Area of Concentration (12–15 credit hours)

- 12 credit hours (15 credit hours for management consulting) in an area of concentration.

Areas include: public financial management; urban management; international management; policy analysis; arts management; non-profit management; information systems management; management consulting; and public management. Students may create special areas of concentration by consulting program faculty and their academic counselor.

Key Executive Program

The Key Executive Program is designed to meet the executive development needs of senior government managers. Begun in 1975, the Key Executive Program is a twenty-month course of study in the skills, knowledge, and values needed by top-level public executives and offers participants the perspectives and competencies necessary for effective performance in high level executive and managerial work. The curriculum includes the major activity areas used in certifying candidates for career positions in the Senior Executive Service. Classes are held on selected Fridays and Saturdays. Participants continue to work at their jobs while completing their studies.

Admission to the Key Executive Program is competitive and restricted to GS13s or above (or the equivalent) who exercise significant responsibilities for program management or policy development and are preparing themselves for positions of greater responsibility. A bachelor's degree is required. The program is oriented to civilian personnel in the federal government, military or other uniformed personnel, and state and local officials.

- 36 credit hours of approved graduate work
- Written comprehensive examination
- The research requirement is satisfied by completing two of the following courses with grades of B or better:
 - PUAD-623 Executive Problem Solving (3)
 - PUAD-625 Analysis and Evaluation Practicum (3)
 - PUAD-654 Organization Diagnosis and Change (3)

Course Requirements

- PUAD-611 Government and Non-Profit Informatics (3)
- PUAD-620 Public Marketing and Strategic Communication (1.5)
- PUAD-622 Leadership for Key Executives (3)
- PUAD-623 Executive Problem Solving (3)
- PUAD-624 Budgeting and Financial Management (3)
- PUAD-625 Analysis and Evaluation Practicum (3)
- PUAD-626 Legal Issues in Public Administration (3)
- PUAD-627 Politics, Policymaking, and Public Administration (3)
- PUAD-628 Executive Skill Modules (1-2)
- PUAD-630 Public Managerial Economics (3)
- PUAD-634 Acquisition Management (1.5)
- PUAD-638 Human Resource Management for Executives (1.5)
- PUAD-639 Ethics for Public Managers (1.5)
- PUAD-654 Organization Diagnosis and Change (3)

Master of Public Policy (M.P.P.)

The Master of Public Policy (M.P.P.) combines economics and politics into one professional degree. The M.P.P. may be a terminal degree for students seeking employment in policy analysis and evaluation in federal, state and local government agencies, consulting firms, not-for-profit organizations, professional associations and interest groups. Other students go on to pursue a Ph.D. in public policy or a related discipline.

The Master of Public Policy complements the department's mission by focusing on the development of students' analytical capabilities. The areas of concentration allow students to apply these skills to policy areas of their choice, or to further develop specific skills, such as quantitative methods or public finance.

Admission to the Program

Applicants must meet the minimum university requirements for graduate study. Admission is based on the academic record, two letters of recommendation and an essay on career interests. The Graduate Record Examination (GRE) is desirable but not required for admission to the program. The GRE is required for full-time applicants who wish to be considered for a departmental assistantship awards.

Degree and Major Requirements

- 36 credit hours of approved graduate work
- Written comprehensive examination
- The research requirement (non-thesis option) is satisfied by completing two of the following courses with grades of B or better:
 - PUAD-601 Methods of Problem Solving I (3)
 - PUAD-602 Methods of Problem Solving II (3)
 - PUAD-607 Economics and Politics of Public Policy (3)
 - PUAD-630 Public Managerial Economics (3)
- All M.P.P. students are required to attain basic competency in the following areas: public program evaluation, methods of problem solving in public policy formation, foundations of policy analysis, public managerial economics, public financial management, policy formation and policy implementation.

Course Requirements

- PUAD-601 Methods of Problem Solving I (3)
- PUAD-602 Methods of Problem Solving II (3)
- PUAD-603 Policy Formation (3)
- PUAD-604 Public Program Evaluation (3)
- PUAD-606 Foundations of Policy Analysis (3)
- PUAD-607 Economics and Politics of Public Policy (3)
- PUAD-609 Policy Implementation (3)
- PUAD-630 Public Managerial Economics (3)
- PUAD-631 Financing Government Services (3)

Area of concentration (9 credit hours)

- At least three courses in an area of concentration listed below or students may choose other areas of concentration. The courses must complement one another and lead to an

advanced level of study. Areas of concentration include: administration of international programs, economics, education, environmental policy, ethics and public policy, international affairs, international training and education, justice, law and society, politics, public management, social policy (sociology), and statistics.

A list of approved courses for each concentration is available in the Department of Public Administration. Areas of concentration not listed and exceptions to take courses from more than one area must be approved in advance by the chair of the Department of Public Administration.

Preservice students about to begin their careers may participate in a faculty-supervised internship or co-op which substitutes for an area of concentration course. A seminar relates on-the-job experience to current public policy issues.

M.S. in Organization Development

The M.S. in Organization Development is a specialized course of study designed to educate students for specific professional roles in the organization development field. Courses are usually offered on weekends, and are tailored to provide advanced theory and technology in organization development. The program is administered jointly by the Department of Public Administration and the NTL Institute for Applied Behavioral Science and is designed for persons who want to improve their professional skills in the field of organization development.

Classes are designed for the full-time employed adult learner, and generally meet for two 3-day weekends separated by three to four weeks. Students matriculate through the entire program as members of a cohort.

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must possess two years of relevant professional experience in organization development, human resource development, or related fields. Exceptions may be made for highly qualified applicants with many years of service and a record of exceptional accomplishment. Such candidates are admitted provisionally, and after completing four courses with a grade point average of 3.00 (on a 4.00 scale) or higher, may be advanced to full standing.

Major

The Master of Science in Organization Development is taken with a major in Organization Development. The major is designed for individuals pursuing careers in training, organizational development, and organizational research and consultation.

Degree and Major Requirements

- 39 credit hours of approved graduate work
- The research requirement is satisfied by completing two of the following courses with grades of B or better:
PUAD-641 Methods of Problem Solving (3)
PUAD-642 Organization Dynamics (3)

- PUAD-646 Consultation Skills (3)
- PUAD-677 Introduction to Organization Development (3)

- Written comprehensive examination
- Students must take a human interaction laboratory from the NTL Institute on group and personal interaction

Course Requirements

- PUAD-640 Leadership (3)
- PUAD-641 Methods of Problem Solving (3)
- PUAD-642 Organization Dynamics (3)
- PUAD-644 Interventions in Organization Development (3)
- PUAD-646 Consultation Skills (3)
- PUAD-648 Group Theory and Facilitation (3)
- PUAD-649 Studies in Human Resource Management: Diversity in Organizations (3)
Team Dynamics (3)
- PUAD-653 The Individual and the Organization (3)
- PUAD-674 Practicum Research Project (3)
- PUAD-675 Organizational Analysis and Strategies (3)
- PUAD-677 Introduction to Organizational Development (3)
- PUAD-679 Studies in Human Resource Development: Use of Self (3)

M.S. in Human Resource Management

The M.S. in Human Resource Management is a specialized course of study designed to educate students for specific careers in the human resource management field. Classes are offered on weekends and students progress through the program as a group. Courses are specifically designed to blend the latest theory and practice in the field. All students are expected to attain basic competency in human resource management.

Admission to the Program

Applicants must have earned a bachelor's degree with a cumulative grade point average of 3.00 (on a 4.00 scale) in their last 60 credit hours of undergraduate work. Exceptions may be made for highly qualified applicants with many years of service and an outstanding record of professional achievement. Such candidates may be admitted provisionally, with their academic record reviewed at the completion of 12 graduate credit hours.

Degree Requirements

- 39 credit hours of approved graduate work
- One written comprehensive examination
- The research requirement is satisfied by completing two of the following courses with grades of B or better:
MGMT-681 Compensation Systems (3)
MGMT-682 Managing Pensions and Benefits (3)
PUAD-630 Public Managerial Economics (3)
PUAD-641 Methods of Problem Solving (3)

Course Requirements

- MGMT-585 Managing Diversity: Recruiting and Selecting the Workforce (3)
- MGMT-671 Strategies in Human Resource Management (3)

- MGMT-681 Seminar in Compensation Systems (3)
- MGMT-682 Seminar in Managing Pensions and Benefits (3)
- MGMT-684 Seminar in Performance Management (3)
- MGMT-686 Management-Union Relations (3)
- PUAD-616 Legal Basis of Public Administration (3)
- PUAD-630 Public Managerial Economics (3)
- PUAD-640 Leadership (3)
- PUAD-641 Methods of Problem Solving (3)
- PUAD-642 Organization Dynamics (3)
- PUAD-648 Group Theory and Facilitation
- PUAD-658 Managing Conflict (3)

Ph.D. in Public Administration

Admission to the Program

Applicants are considered and admitted for the fall semester only. February 1 is the deadline for application for admission. All applicants must submit scores from the verbal and quantitative sections of the Graduate Record Examination (GRE). The normal minimum for consideration is a grade point average of 3.20 (on a 4.00 scale) in all previous academic work. Preference will be given to applicants for full-time study, although highly qualified students may be admitted for part-time study.

Major Fields

Public Administration, American Politics, Comparative Politics, Justice, Law and Society, and Policy Analysis,

Degree and Major Requirements

- 72 hours of approved graduate work is required for students entering the program with a bachelor's degree; a minimum of 48 hours is required of students who have completed an approved master's degree.
- Advancement to candidacy is accomplished by successfully completing a written qualifying examination on the major field at the end of the second semester of study.
- Students take written comprehensive examinations in Public Administration and any one of the remaining major areas. They master the subject matter of a third area through formal course work. Following completion of the written examinations, all students take an oral examination on their entire program of study before a committee of faculty members, and defend their dissertation proposal.

The remaining major field areas include American politics, comparative politics, policy analysis, justice, law and society, methods, and any Ph.D. field offered at American University, subject to the approval of the SPA director of doctoral programs. Methods is offered only as a third, non-comprehensive field. Two of the three major field areas must be offered by the School of Public Affairs. Under special circumstances, students may take a field outside American University, subject to the approval of the SPA director of doctoral programs.

- The Ph.D. is fundamentally a research degree. Understanding scientific inquiry and correctly using research techniques require extensive preparation. All students in the program take three courses designed to help doctoral students comprehend the nature of science and master tools of research (see Course Requirements, below).
- Each student selects a research specialization in which he or she will complete an original project under the direction of program faculty and write a dissertation. Students may choose research projects within one of the major areas or they may select a research specialization from one of the other graduate fields within the school.

Each student prepares a research proposal for the dissertation project. It is the responsibility of the student to secure the agreement of a School of Public Affairs full-time tenured or tenure-track faculty member to serve as the chair of the dissertation committee. One of the two other members of the committee may be from outside the School of Public Affairs. Each student must publicly defend the research proposal before the dissertation committee and other interested faculty. The committee and the SPA director of doctoral programs (acting for the dean) must approve the defense and the research proposal. The topic covered by the proposal must be related to ongoing research or publications of the supervising faculty.

As work on the dissertation project progresses, students register for 6–12 credit hours of directed study. Substantive course work may be used as part of this requirement where it contributes directly to the research specialization and is specifically recommended by the dissertation chair.

Upon completion of the research and the written dissertation, the candidate submits his or her manuscript to the dissertation committee for review. If the committee members approve the manuscript, the candidate must complete an oral defense of the dissertation and the general field in which it lies before the committee and other interested faculty. The committee determines conclusively at this point whether the dissertation and examination are acceptable.

The dissertation must consist of high quality original research directly relevant to the student's doctoral program. A dissertation proposal may be rejected if the topic does not address a major research issue in political science or public administration, the research design is inadequate, the methodology is inappropriate, or because no full-time tenured or tenure-track faculty member in the School of Public Affairs is academically competent or available to supervise the project. If the candidate fails to maintain satisfactory progress toward completion of the dissertation, his or her candidacy may be terminated.

Course Requirements

- PUAD-710 Seminar in Public Administration (3)
- Additional advanced courses in public administration, proseminars and additional advanced courses in the two remaining major field areas, including American politics, comparative politics, justice, law and society, policy analysis, methods, and any Ph.D. field offered at American University, subject to the approval of the SPA director of doctoral programs. Proseminars are selected from:
GOVT-710 Seminar in American Politics (3)
GOVT-720 Seminar in Policy Analysis (3)
GOVT-730 Seminar in Comparative Politics (3)
JLS-710 Seminar in Justice, Law and Society (3)

Three courses in research design and methodology:

- GOVT-612 Conduct of Inquiry I (3)
- GOVT-613 Conduct of Inquiry II (3)
- GOVT-614 Research in Political and Administrative Behavior (3) *or*
GOVT-615 Qualitative Research Methods (3) *or*
GOVT-704 Approaches to Political Understanding
- GOVT-799 Doctoral Dissertation Seminar (6–12)

Graduate Certificate in Organizational Change

Admission to the Program

Open to students with a bachelor's degree from an accredited institution.

Certificate Requirements

- 15 credit hours of approved graduate study to be completed within four years of admission. Students must take a minimum of 6 credit hours during each 12-month period until the program is completed.

Course Requirements

- PUAD-650 Leadership in a Changing Workplace (3)
- PUAD-654 Managing Organization Change (3)
- PUAD-656 Managing Diversity (3)
- PUAD-658 Managing Conflict (3)
- PUAD-652 Facilitation and Team Development (3)
or
PUAD-653 The Individual and the Organization (3)

Graduate Certificate in Public Financial Management

This certificate program is designed for government employees interested in expanding their knowledge and practical skills in public financial management. The main objective of the program is to provide the student with a working knowledge of basic financial management techniques that are relevant to public sector financial operations.

Admission to the Program

Open to students with a bachelor's degree from an accredited college or university.

Certificate Requirements

- 15 credit hours of approved graduate study to be completed within four years of admission. Students must take a minimum of 6 credit hours during each 12-month period until the program is completed.

Course Requirements

- PUAD-601 Methods of Problem Solving I (3)
 - PUAD-610 Management Analysis (3)
 - PUAD-631 Financing Government Services (3) *or*
PUAD-636 Strategic Fiscal Planning (3)
 - PUAD-632 Budget and Cost Analysis (3)
 - PUAD-633 Financial Aspects of Public Management (3)
- Course substitutions may be made with approval of the Department of Public Administration.

Graduate Certificate in Public Management

Admission to the Program

Open to students with a bachelor's degree from an accredited institution.

Certificate Requirements

- 15 credit hours of approved graduate study to be completed within four years of admission. Students must take a minimum of 6 credit hours during each 12-month period until the program is completed.

Course Requirements

- PUAD-601 Methods of Problem Solving I (3)
 - PUAD-610 Management Analysis (3)
 - PUAD-616 Legal Basis of Public Administration (3)
 - PUAD-633 Financial Aspects of Public Management (3)
 - PUAD-650 Leadership in a Changing Workplace (3)
- Course substitutions may be made with approval of the Department of Public Administration.

Washington College of Law

Dean Claudio M. Grossman

Associate Deans for Faculty and Academic Affairs

Robert D. Dinerstein

Andrew D. Pike

Associate Dean for Development and Alumni Relations

Holly Davis

Associate Dean for Student Affairs David B. Jaffe

Assistant Dean For Finance and Administration

Noah Raskin

Assistant Dean for Academic Services and Registrar

Rebecca Davis

Founded in 1896, the Washington College of Law (WCL) of American University combines a rigorous and challenging atmosphere for legal studies with a highly personal approach to teaching. WCL was established as a coeducational school to ensure that women, as well as men, would have the opportunity to study law. The school's origins underlie the faculty and administration's special interest in the future of women in the law and have led to a long tradition of providing full access to the study of law to those who have been excluded from the mainstream of the profession.

The Washington College of Law became a professional division of American University in 1949 and is fully accredited. It is a member of the Association of American Law Schools and is approved by the American Bar Association. The school meets the requirements for preparation for the bar in all states and carries the certification of the United States District Court for the District of Columbia, as well as the New York State Department of Education.

The focus of the curriculum is on the methodology, practical skills, and theories fundamental to the practice of law. This is carried out through a wide range of traditional course offerings, supplemented by an extensive clinical program, simulation courses, and an international law program. These educational offerings are complemented by the vast legal network of federal agencies, courts, regulatory commissions, international organizations, and law firms present in Washington.

Academic Programs

The academic program leading to the Juris Doctor (J.D.) degree is designed to allow students to develop special skills in public law, business and commercial law, international law, property and land use, and related fields. In addition to the J.D. program, the law school offers the Master of Laws (LL.M.) in International Legal Studies and in Law and Government. The LL.M. program in International Legal Studies permits specialization in one of five areas: international trade and banking, international environmental law, gender and the law, international protection of human rights, and international organizations. The LL.M. program in Law and Government allows graduate studies in administrative law as well as a wide range of regulatory areas.

WCL also participates in dual degree programs with other American University schools which offer students the opportunity to receive both a J.D. from the Washington College of Law and a master's degree in International Affairs (with the School of International Service); Justice, Law and Society (with the School of Public Affairs); or Business Administration (with the Kogod School of Business).

American University's law school has a strong national and international substantive focus, offering a broad range of courses in addition to the basic program necessary for state bar examinations. Clinical programs involve students in providing representation, under close faculty supervision, of clients with pending legal problems. Students have responsibility for every phase of cases, from the initial client interview through the trial or appeal. The programs include: the Criminal Justice Clinic, in which students spend a semester prosecuting and a semester defending criminal cases; the Women and the Law Clinic, in which students represent indigent women in family law cases and through which six students participate in a special program in domestic violence; the Community and Economic Development Clinic, in which students represent under-represented clients through a variety of advocacy strategies; the Civil Practice Clinic which involves representation of low-income residents of the District of Columbia with a wide range of civil legal problems; the International Human Rights Clinic, in which students handle both domestic and international cases with human rights

dimensions; and the Tax Clinic, which provides students with experience in federal tax practice before the Internal Revenue Service and the U.S. Tax Court.

Beyond the classroom, clinical programs, and supervised externships and field placements at federal, state, and local agencies, courts, and legislatures, academic offerings are enriched by an extensive independent study program allowing for intensive faculty-student work on complex legal research projects. In addition, the *American University Law Review*, the *American University International Law Review*, *Administrative Law Review*, and *Journal of Gender and the Law* provide opportunities for students to develop expertise in traditional legal writing and research.

The basic first-year classes are taught using case analysis and dialogue as well as the problem method. First-year students take an intensive course in legal research and writing taught by attorneys from leading law firms or government agencies. Upper-class courses are mostly elective and include a wide variety of teaching styles and formats.

These programs are all greatly enhanced by the availability of the many excellent research law libraries which are located in the city of Washington and which comprise resources unmatched elsewhere. WCL's Law Library holdings include over 244,380 volumes, over one million microforms, 6,736 serial subscriptions, on-line databases through Lexis/Nexis, MEDIS, Westlaw, BRS, Dialog, OCLC, Vutext, Autocite, and LEGAL, an on-line catalog providing access to hundreds of other libraries, including other area academic law libraries. All computers are fully networked, with full access to the Internet and CD-ROM services. About half of the seats in the library are equipped with data jacks so that users may plug their own notebook computers into the network.

The Law Library is a selective depository for U.S. government publications, some of which are housed in the university's Bender Library, and a full depository for European Union documents. The Law Library also houses the National Equal Justice Library collection, the Goodman Collection of rare and semi-rare law books, the Baxter Collection in International Law, and the archives of the former Administrative Conference of the United States.

Legal Study in Washington, D. C.

The Washington College of Law is located in the northwest section of the city a short distance from Congress, the Supreme Court, the United States District Court and Court of Appeals, and the Maryland, Virginia, and District of Columbia courts.

Washington, D.C. is the center of all federal regulatory process, and is the principal home of every major federal agency, such as the Securities and Exchange Commission, the Federal Communications Commission, the Internal Revenue Service, and the Federal Trade Commission. Washington is also the base for cabinet-level departments such as the Department of Energy, the Department of Education, the Department of Justice, and other agencies which perform functions critical to the federal system and contribute to an environment for legal education unparalleled outside this city. Judicial, executive, and legislative internships form an integral part of the legal education of many WCL students.

In addition, Washington is the seat of the world's principal intergovernmental financial institutions, including the World Bank, the International Monetary Fund, and the Inter-American Development Bank. Also located in Washington are the Organization of American States and the International Telecommunications Satellite Organization. Private or nongovernmental organizations, among them Amnesty International and the International Human Rights Law Group, have offices in Washington, and a majority of the world's leading international law firms can be found here.

Taking advantage of this natural setting for legal study and work, WCL offers many unique courses taught by its full-time faculty and by specialists who are members of the adjunct faculty. Field components are available in various courts and government agencies, and are carefully supervised by faculty members and designated field supervisors. For second- and third-year students interested in part-time law-related jobs, the Career Services Office coordinates requests for law student employment from law firms, corporations, courts, and government agencies. Further, the law school offers a unique training program in federal regulatory process which has a separate lecture faculty of top-level officials from the government and private sector.

For information regarding Washington College of Law admissions, financial aid, or programs:

Admissions Office

Washington College of Law

4801 Massachusetts Ave. N.W.

Washington, D.C. 20016-8085

phone: (202) 274-4101

on-line: www.wcl.american.edu

Interdisciplinary Programs

- Undergraduate Interdisciplinary Programs
- Graduate Degree Programs
- Environmental Studies Programs

Interdisciplinary programs offer students an opportunity to utilize the multiplicity of resources available at American University by pursuing degrees that are administered jointly by various schools and departments within the university.

Students also have the option of designing a degree program that fulfills individual educational and professional require-

ments within the high academic standards of the university. Academic counselors and faculty members counsel students in the formation of undergraduate and graduate, formal and informal interdisciplinary majors. Up-to-date information on all interdisciplinary activities can be obtained from the appropriate undergraduate or graduate dean's office.

Undergraduate Interdisciplinary Programs

B.A. or B.S. in Interdisciplinary Studies

This program is designed for students who wish to construct their own major programs of study in accordance with their needs, capabilities, and interests. The initiative in formulating an interdisciplinary major is left to the student. The student has the responsibility to determine the central concept around which the program is constructed and to formulate in writing a list of all courses—major, related, and tool—which are to serve as requirements for the program.

The student must secure the advice and approval of three faculty members: one major advisor who must be a full-time faculty member and two sponsors. The three faculty members should represent the various disciplines involved in the interdisciplinary field. The major faculty advisor will advise the student for the rest of the student's undergraduate career. The two sponsors will assist the major advisor in areas outside his or her field.

Admission to the Program

As a rule, final written application to the program and interviews should be made no later than the first semester of the junior year and no earlier than the second semester of the freshman year. Students must have at least a 2.50 grade point average (on a 4.00 scale) to be accepted. A student applies for permission to undertake an interdisciplinary major to the dean of the school or college in which he or she is enrolled. If the focus of the interdisciplinary program requires a change of college or school, the student must affiliate with the appropriate division.

An outline of the student's program submitted for approval must include:

1. A statement of the central concept of the major and an explanation of its interdisciplinary character.
2. A statement demonstrating that existing programs do not satisfy the educational needs or vocational goals of the student.
3. An outline of the academic requirements of the major, including a list of all required courses and a tentative schedule for their completion. Independent study courses must be outlined if included in the proposal.
4. A Declaration of Major form, which must specify the name of the major and whether a B.A. or a B.S. degree is to be awarded.

Majors

Individually designed majors focused on an interdisciplinary theme

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 42 credit hours with grades of C or better including 6 credit hours of independent study or senior seminars and 36 hours selected to form an academically sound, unified, and well-defined program:

The area of concentration may not be the focus of any current degree program offered by American University, and the central concept must be interdisciplinary. A random collection of courses taken from several departments does not constitute an acceptable interdisciplinary program. Each program should be designed to give the student the fundamental skills and background knowledge relevant to the specific interdisciplinary area. Courses which a student has already taken at American University, or which the university has accepted in transfer, may be counted as part of the interdisciplinary major requirements when they are clearly within the proposed interdisciplinary field.

- 6 credit hours in two independent study courses or senior seminars under the direction of the major advisor constructed to unite the various aspects of the interdisciplinary program. With the advisor's approval, the student may substitute an internship course under the advisor's direction, a 500-level seminar, or cooperative education field experience for one of the two special courses.
- 27 of the remaining 36 credit hours must be upper level (as defined by the teaching units that offer them), and it is usually advisable to include at least two 500-level courses, although in certain cases this may not be possible.

A maximum of 18 credit hours of work completed prior to the semester in which application is made may be included in the program.

University Honors Program

Departmental Honors coordinators advise students in the University Honors Program regarding honors options. See the section on the University Honors Program in this catalog for further details.

Minor in Interdisciplinary Studies

Individually designed minors focused on an interdisciplinary theme

Admission to the Program

Admission to an interdisciplinary minor is governed by the same considerations as stated above for interdisciplinary majors except that approval is required by two rather than three faculty members.

Requirements

A total of 24 credit hours of course work selected to form an academically sound, unified, and well-defined program. The area of concentration may not be the focus of any current degree program offered by American University, and the central concept must be interdisciplinary.

- 9 of the 24 credit hours must be taken at the 300-level or higher and at least 12 credit hours must be unique to the minor.

In addition to the 24 credit hours of course work, the student may unify the minor by taking 3 credit hours of independent study or research, senior seminars, or cooperative education field experience focused on the central concept of the minor.

Courses used to satisfy the College Writing and English Competency requirement may not be used to satisfy the requirements of the interdisciplinary minor.

B.A. in Foreign Language and Communication Media

Admission to the Program

Students are admitted either to the School of Communication or to the Department of Language and Foreign Studies of the College of Arts and Sciences.

Program Tracks

French, German, Russian, or Spanish combined with Broadcast Journalism, Print Journalism, Public Communication, or Visual Media

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 54 credit hours with grades of C or better
- Prerequisite competency in the major language at the intermediate level

Course Requirements

- COMM-200 Writing for Mass Communication (3)
- COMM-205/COMM-205G Understanding Mass Media 4:2 (3)
- Three communication and media studies courses from the School of Communication
- Two approved courses related to any contemporary culture
- One of the following:
 - ANTH-254 Language and Culture (3)
 - TESL-5xx linguistics course as approved by the student's advisor.
- Five professional courses in one of the four communication program tracks: broadcast journalism, print journalism, public communication, or visual media

- 15 credit hours of courses in the major language at the 300 level or above taken in the Department of Language and Foreign Studies

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

B.A. in Language and Area Studies

The B.A. in Language and Area Studies is designed for students with a strong interest in a region of the world and in a language of that region. The program, jointly designed and administered by the College of Arts and Sciences (CAS) and the School of International Service (SIS), builds on the strengths of the CAS Department of Language and Foreign Studies (LFS) and the SIS field of Comparative and Regional Studies.

This innovative program achieves a balance between humanities and social sciences courses, combined with an advanced level of foreign language study. American University is one of only a few institutions in the country which provide a degree with such combined program depth in both area studies and foreign languages. The Language and Area Studies degree program responds to the national need for foreign language skills in the global village for effective communication and improved international understanding.

An advisory committee composed of faculty members from the CAS Department of Language and Foreign Studies and the SIS Division of Comparative and Regional Studies works closely with Language and Area Studies degree majors throughout their program to provide guidance in course selection, research, and careers.

Admission to the Program

To be considered for freshman admission, an applicant should have earned at least a 3.00 average in secondary school. Students from other regionally accredited collegiate institutions, and students in other programs at American University who have completed the freshman year, should maintain a cumulative grade point average of 3.00 (on a 4.00 scale) to be considered for transfer to the program.

Majors

French/Europe, German/Europe, Russian/Area Studies, and Spanish/Latin America

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course from an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 51 credit hours with grades of C or better, as outlined below

Course Requirements

Foundation Courses (9 credit hours)

- SIS-105/SIS-105G World Politics 3:1 (3)
- One intercultural communication course from the following:
SIS-140/SIS-140G Cross Cultural Communication 3:1 (3)
SIS-340 Foundations of International Communication (3)
SIS-341 Intercultural Communication (3)
- One comparative politics course from the following:
GOVT-130/GOVT-130G Comparative Politics 3:1 (3)
GOVT-231 Third World Politics (3)
GOVT-232 Politics of Industrial Societies (3)

Foreign Language Course Work (18 credit hours)

- 18 credit hours of course work in a single foreign language at the 300 level or above.
- Demonstration of proficiency in the appropriate foreign language:

As a requirement for completing the degree, Language and Area Studies (LAS) majors must demonstrate proficiency in the foreign language associated with their area of focus. This language proficiency will be demonstrated by achieving a B (3.00) average or better for all course work in the foreign language taken in the Department of Language and Foreign Studies.

Area Studies (21 credit hours with 12 credit hours at the 300 level or above)

- 15 credit hours of course work in humanities courses, including 3 credit hours from the Department of History (HIST-xxx) and an additional 3 credit hours of course work with a strong historical component, from the following (other appropriate area studies courses may be substituted with the approval of the major advisor):

French/Europe

- ARTH-101 European Art: Renaissance to the Present (3)
- FREN-324 Civilisation Française I (3)
- FREN-325 Civilisation Française II (3)
- FREN-326 French Topics (3)
- FREN-327 Le Français Commercial (3)
- FREN-328 French Translation: Concepts and Practice (3)
- FREN-365 Les Registres du Français (3)
- FREN-522 Le Siècle des Lumières (3)
- FREN-523 Le Romantisme (3)
- FREN-524 Le Réalisme (3)
- FREN-525 Littérature Contemporaine (3)
- HIST-238 France Since Napoleon (3)
- HIST-329 European Thought and Ideology (3)
- PHIL-311 Modern European Movements (3)

German/Europe

- ARTH-101 European Art: Renaissance to the Present (3)
- GERM-336 German Topics (3)
- GERM-338 Introduction to German Translation (3)
- GERM-431 Modern German Drama (3)
- GERM-432 Studies in German Film (3)
- GERM-433 German Lyric Poetry (3)
- GERM-438 German Civilization I (3)
- GERM-439 German Civilization II (3)
- HIST-239 Modern Germany Since 1848 (3)
- HIST-318 Nazi Germany (3)
- HIST-329 European Thought and Ideology (3)
- PHIL-311 Modern European Movements (3)

Russian/Area Studies

- HIST-225 Russia: Past and Present 3:2 (3)
- HIST-230 Early Russian History, 988–1700 (3)
- HIST-231 Imperial Russia, 1700–1917 (3)
- HIST-232 Twentieth Century Russia (3)
- HIST-345 Russian Studies (topics) (3)
- LIT-367 Russian and Soviet Literature (3)
- LIT-368 Dostoyevsky and Tolstoy (3)
- RUSS-347 Introduction to Russian Literature (3)
- RUSS-441 Russian Media and Political Translation (3)
- RUSS-540 Russian Structure (3)
- RUSS-543 Russian Classics (3)

Spanish/Latin America

- HIST-241 Colonial Latin America (3)
- HIST-242 Latin America since Independence (3)
- HIST-340 Latin American Studies (topics) (3)
- LFS-210/LFS-210G Latin America: History, Art, Literature 3:2 (3)
- SPAN-356 Spanish Topics (3)
- SPAN-357 Introduction to Latin American Literature (3)
- SPAN-358 Introduction to Spanish Translation (3)
- SPAN-359 Advanced Spanish Translation (3)
- SPAN-450 Spanish Civilization I: Spain (3)
- SPAN-451 Spanish Civilization II: Latin America (3)
- SPAN-491 Spanish Internship: *Proyecto Amistad* (2-6)

- SPAN-554 Classics of Latin American Literature (3)
- SPAN-559 Colloquium on Latin America (3)

- 6 credit hours of course work in social science courses, selected from the following (other appropriate area studies courses may be substituted with the approval of the major advisor):

French/Europe

- ANTH-339 Culture Area Analysis: Europe (3)
- ECON-302 Comparative Economic Systems (3)
- ECON-307 Economic Development (3)
- ECON-308 Economic History (3)
- GOVT-232 Politics of Industrial Societies (3)
- GOVT-432 Political Institutions and Processes in Selected Countries: France (3)
- GOVT-532 Political Institutions and Processes in Selected Regions: Western Europe (3)
- HIST-238 France Since Napoleon (3)
- HIST-329 European Thought and Ideology (3)
- SIS-331 Overview of the European Union (3)
- SIS-355 The Relations of West European Nations (3)
- SIS-530 Colloquium on the Common Market (3)
- SIS-557 Foreign Policy Formulation in West European States (3)

German/Europe

- ANTH-339 Culture Area Analysis: Europe (3)
- ECON-302 Comparative Economic Systems (3)
- ECON-307 Economic Development (3)
- ECON-308 Economic History (3)
- GOVT-232 Politics of Industrial Societies (3)
- GOVT-432 Political Institutions and Processes in Selected Countries: Germany (3)
- GOVT-532 Political Institutions and Processes in Selected Regions: Western Europe (3)
- HIST-239 Modern Germany Since 1848 (3)
- HIST-318 Nazi Germany (3)
- HIST-329 European Thought and Ideology (3)
- SIS-331 Overview of the European Union (3)
- SIS-355 The Relations of West European Nations (3)
- SIS-530 Colloquium on the Common Market (3)
- SIS-551 Politics and Society in Europe Since 1945 (3)
- SIS-557 Foreign Policy Formulation in West European States (3)

Russian/Area Studies

- ANTH-339 Culture Area Analysis: Eastern Europe (3)
- ECON-302 Comparative Economic Systems (3)
- ECON-307 Economic Development (3)
- ECON-308 Economic History (3)
- ECON-552 Economic Transition in Eastern Europe and New Independent States (3)
- GOVT-432 Political Institutions and Processes in Selected Countries: Former USSR (3)
- GOVT-532 Political Institutions and Processes in Selected Regions: Eastern Europe (3)

228 Interdisciplinary Programs

- HIST-225/HIST-225G Russia: Past and Present 3:2 (3)
- HIST-230 Early Russian History, 988-1700 (3)
- HIST-231 Imperial Russia, 1700-1917 (3)
- HIST-232 Twentieth Century Russia (3)
- HIST-345 Russian Studies (topics) (3)
- LFS-200/LFS-200G Russia and the United States 3:2 (3)
- SIS-258 Contemporary Russia (3)
- SIS-359 Russia and Central Eurasia in World Affairs (3)
- SIS-381 Foreign Policies of the Great Powers (3)
- SIS-558 Authoritarianism and Democracy in Russia (3)

Spanish/Latin America

- ANTH-339 Culture Area Analysis: Mexico and Central America; South America (3)
- ECON-302 Comparative Economic Systems (3)
- ECON-307 Economic Development (3)
- ECON-308 Economic History (3)
- ECON-555 Economic Development of Latin America (3)
- GOVT-432 Political Institutions and Processes in Selected Countries: Mexico (3)
- GOVT-532 Political Institutions and Processes in Selected Regions: Central America; Latin America (3)
- HIST-241 Colonial Latin America (3)
- HIST-242 Latin America since Independence (3)
- HIST-340 Latin American Studies (topics) (3)
- SIS-276 Contemporary Latin America (3)
- SIS-337 International Development (3)
- SIS-577 International Relations of the Americas (3)
- SIS-582 International Organizations and Latin American Development (3)
- SOCY-230/SOCY-230G Conflict and Change in Latin America 3:2 (3)
- SOCY-531 Regional Studies in Social Change: Latin America (3)

Senior Capstone (3 credit hours)

- Students enroll either in an SIS comparative seminar or in an approved topics or seminar course in Language and Foreign Studies

Other Options

- Students may, where appropriate, and with Faculty Advisory Committee approval, select special topics courses to fulfill requirements.
- Student may also apply up to 3 credit hours toward the major from an approved internship or Cooperative Education Field Experience.
- Study abroad course credits may be used toward the major with the approval of the Faculty Advisory Committee.

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University

Honors Program regarding departmental options. See the section on the University Honors Program for further details.

Minor in Language and Area Studies

- 24 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Course Requirements

- 12 credit hours in the Department of Language and Foreign Studies at the 200 level or above, including two courses at the 300 level.
- 12 credit hours selected from an approved list of courses in area studies:
Courses include those from anthropology (ANTH-xxx), economics (ECON-xxx), history (HIST-xxx), international studies (SIS-xxx), literature (LIT-xxx), or sociology (SOCY-xxx); one 3-credit course must be at the 300 level or above from SIS; one 3-credit course must be from history.
Areas offered:
French/Europe, German/Europe, Russian/Area Studies, Spanish/Latin America: see list of approved courses for major in Language and Area Studies, above.
Japanese/Asia: consult LAS degree program advisor for approval of courses for this minor.

B.S. in Multimedia Design and Development

Coordinator Larry Medsker

The focus of the B.S. in Multimedia Design and Development is to prepare graduates to enter the workforce as professionals who design and develop multimedia presentations. These presentations integrate text, graphics, animation, audio, and video delivered electronically through mechanisms ranging from stand-alone systems to the World Wide Web. Reflecting the different skills required to accomplish this integration, the program blends courses, practices, and technologies from graphic design, computing, and communication.

The program is jointly administered by the Departments of Art and Computer Science and Information Systems in the College of Arts and Sciences, and the Visual Media Division in the School of Communication. Central to the program is the role teams play in the development of multimedia, a focus on portfolio development, and the integration of systemic skills into content knowledge. Areas of study include project management, legal and ethical issues relating to multimedia, oral and written communication skills; critical analysis, cultural diversity in multimedia, the global economy and its impact on systems development, and rapid technology transfer.

All students begin the program with a common core of Groundwork and Immersion courses to introduce them to the principles applied to multimedia and components of multimedia including images, language and vocabulary, and technology foundations, as well as research, content packaging, digital video pro-

duction, audio gathering, and production management. Students learn to use the tools and products of multimedia and study the influence of these tools on visualization and the creative process. Each student chooses a specialization in either Computing, Graphic Design or Communication. Finally, students apply their specialization expertise in collaborative multimedia projects and research in the program Union courses, and participate in co-ops and internships at local employers. Throughout the program, students develop formal portfolios of their work, culminating in a presentation of their final portfolio at the end of their senior year.

Admission to the Program

Formal admission to the major requires satisfactory completion of 6 credit hours of design courses, 6 credit hours of computing courses, and 6 credit hours of communication courses, with an overall grade point average of 3.00 or better. Students accepted to the program are assigned academic advisors from Art, Computer Science and Information Systems, and the School of Communication.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- 70 credit hours with grades of C or better.

Course Requirements

Groundwork (24 credit hours)

- ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)
- ARTH-101 European Art: Renaissance to Present (3)
- ARTS-220/ARTS-220G Design: Color, Theory and Practice 1:2 (3)
- ARTS-225/ARTS-225G Design: Form, Space and Vision 1:2 (3)
- COMM-105/COMM-105G Visual Literacy 1:1 (3)
- CSIS-200/CSIS-200G Creativity and Computers 1:2 (3)
- CSIS-234 Programming Concepts I (3)
- PERF-110/PERF-110G Understanding Music 1:1 (3) Portfolio Review

Immersion (16 credit hours)

- ARTS-348 Design Techniques I (3)
- ATEC-101 Fundamentals of Audio Technology (3)
- ATEC-102 Audio Technology Laboratory (1)
- COMM-330 Basic Photography (3)
- COMM-331 Basic Visual Media Production (3)

- MMDD-200 Multimedia I (3) Portfolio Review

Specialization (15 credit hours)

Communication

- COMM-200 Writing for Mass Communication (3)
- COMM-350 Basic Digital Imaging (3)
- COMM-434 Location Production: Film and Video (3)
- COMM-482 Writing for Visual Media (3)
- COMM-527 History of Photography: from Camera to Computer (3)

Portfolio Review

Computing

- CSIS-325 Computer Hardware and Systems Software (3)
- CSIS-442 Client-Server and Distributed Information Systems (3)
- CSIS-455 Introduction to Systems Analysis (3)
- CSIS-465 Designing and Writing Computer Documentation (3)
- CSIS-570 Database Management Systems (3) Portfolio Review

Graphic Design

- ARTS-230 Structural Drawing (3)
- ARTS-349 Design: Computer Graphics I (3)
- ARTS-350 Typography: Theory and Practice (3)
- ARTS-351 Design Techniques II (3)
- ARTS-353 Typography: Color and Design (3) Portfolio Review

Union (15 credit hours)

- MMDD-400 Multimedia II (3)
- MMDD-420 Multimedia Research and Development (3)
- MMDD-450 Multimedia III (3)
- MMDD-460 Multimedia Practicum (3)
- MMDD-392 Cooperative Education Field Experience or MMDD-491 Internship (3) Capstone Project and Portfolio Presentation

University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in either the Art or Computer Science and Information Systems Department and, upon recommendation of the program, graduate with University Honors in the major. The departmental Honors coordinators advise students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

B.A. in Interdisciplinary Studies: Communication, Legal Institutions, Economics, and Government (CLEG)

Refer to the Department of Government section in the School of Public Affairs chapter for information on requirements for this program.

Graduate Degree Programs

M.A. or M.S. in Interdisciplinary Studies

Admission to the Program

Graduate students interested in constructing an interdisciplinary master's program must first be admitted to a school or college or teaching unit of the university. In applying for admission, prospective graduate students may inform the faculty and teaching units of their interdisciplinary goals. In this manner the student unofficially explores the possibilities of obtaining faculty support for the desired interdisciplinary program.

Graduate students interested in this program should complete a major program form available in the office of the dean of the school or college. This completed form, along with a written statement of the concept of the program and the letter of admission to a school or department of the university, will serve as the admission packet for entrance to the program. Once this packet receives the approval of the dean of the school or college to which the student has been admitted, it will serve as the official record of the student's interdisciplinary master's program.

All programs must have the approval of three faculty members, at least one from each of the two or more disciplines involved in the interdisciplinary field. The responsibility for securing the advice and signature of the three faculty members is left with the student in consultation with the office of the dean. The student should select one of the faculty advisors, who must be from the admitting unit, as the primary advisor.

Majors

Individually designed majors focused on an interdisciplinary theme

Degree and Major Requirements

- A total of 30 credit hours of graduate work for the master's degree, including 6 credit hours of research credit either in writing a thesis or in completing special research seminars: At least 24 of the 30 credit hours, including the thesis or research sequence, must be completed in residence. The individually designed interdisciplinary master's program allows graduate students to design their own M.A. or M.S. programs built around a central theme that cuts across various disciplines. Every program must form an academically sound area of concentration defined by a central concept. The area of study must not duplicate the program of any master's degree offered by the university. The central concept must be

Pre-engineering Program

Students may receive two bachelor's degrees in a five year period through the cooperative pre-engineering program offered by American University and the University of Maryland at College Park. See the pre-engineering section in the College of Arts and Sciences chapter for more information.

explained in a written statement attached to the application for approval of the master's program.

- One comprehensive examination:

The subject and scope of the examination are determined by the student and advisors at the time of initial approval of the interdisciplinary field. A statement detailing the provisions for the examination (who will draw it up, areas covered, and who will evaluate it) must be submitted with the application to the office of the dean of the college. Unless otherwise indicated, the faculty who approve the program take responsibility for drawing up, administering, and evaluating the comprehensive examination.

- Thesis option: 6 credit hours of thesis research

Nonthesis option: two research seminars for 6 credit hours at the 500 level or above with grades of B or better. These research-oriented courses should serve to unify the elements of the program.

Students must specify which option has been chosen and indicate which courses will be taken (for the nonthesis option), or the subject of the thesis and members of the thesis committee (for the thesis option).

M.A. in Ethics and Peace

The M.A. in Ethics and Peace is administered jointly by the School of International Service (SIS) and the Department of Philosophy and Religion in the College of Arts and Sciences (CAS).

Admission to the Program

Students may apply to either the Department of Philosophy and Religion or the School of International Service. Applications must include a cover letter and a statement of purpose indicating the student's specific interest in the program. The Graduate Record Examination (GRE) is required. Students must apply by the SIS deadline of January 15 for fall and October 1 for spring to be considered for merit-based aid.

Degree Requirements

- 36 credit hours of approved graduate work including 6 credit hours of research course work with grades of B or better
- Comprehensive examination

Course Requirements

International Peace and Conflict Resolution (12 credit hours)

- SIS-609 Conflict Analysis and Resolution: Theory and Practice (3)
- SIS-614 Ethics of International Affairs (3)
- One of the following:
SIS-605 Theory of Cooperative Global Politics (3)
SIS-607 Peace Paradigms (3)
SIS-625 International Organizations (3)
- One of the following:
ECON-625 Social Choice and Economic Development (3)
(prerequisite: ECON-500 Microeconomics or ECON-703 Microeconomic Analysis I)
SIS-519 Special Studies in International Politics:
Just and Sustainable Economics (3)
Human Rights (3)
SIS-635 Advanced Topics in Development Management:
Urban Development (3) (prerequisite: SIS-637 International Development)
SIS-650 World Economy and Sustainable Development (3)
(prerequisite: SIS-637 International Development)
SOCY-665 Economic Development and Social Change (3)

Ethics (12 credit hours)

- PHIL-520 Seminar on Ethical Theory (3)
- PHIL-525 Seminar on Modern Moral Problems (3)
- Two of the following:
PHIL-545 Seminar on Theories of Human Nature (3)
PHIL-602 Nineteenth Century Philosophy (3)
PHIL-603 Twentieth Century Philosophy (3)
PHIL-613 Oriental Philosophy (3)
PHIL-641 Philosophy of the Social Sciences (3)

Electives (6 credit hours)

- 6 credit hours of approved graduate course work, preferably in non-Western traditions

Research (6 credit hours)

- PHIL-693 Seminar in Ethics and Peace (3)
- One of the following:
SIS-794 Substantial Research Paper with Course work (3)
SIS-795 Master's Research Requirement (3)
SIS-691 Internship in International Affairs (3)
SIS-692 Cooperative Education Field Placement (3)

Dual Degree Programs

Graduate students who are admitted simultaneously to two master's degree programs may, with approval, apply certain course work to meet the requirements of both degrees. For more information on the dual degree option, see the Graduate Study chapter. Listed below are established university programs in which students may earn two graduate degrees.

Juris Doctor and Master's Degree

The following programs offer students the opportunity to receive both a J.D. from the Washington College of Law and a master's degree in International Affairs, Justice, Law and Society, or Business Administration:

J.D. and M.A. in International Affairs, offered by the School of International Service and the Washington College of Law. See the School of International Service chapter for admission and degree requirements.

J.D. and M.S. in Justice, Law and Society, offered by the School of Public Affairs and the Washington College of Law. See the School of Public Affairs chapter for admission and degree requirements.

J.D. and Master of Business Administration, offered by the Kogod School of Business and the Washington College of Law. See the Kogod School chapter for admission and degree requirements.

M.A. in International Peace and Conflict Resolution and Master of Arts in Teaching

Graduates receive an M.A. in International Peace and Conflict Resolution from the School of International Service and the M.A.T. in secondary education from the School of Education.

As secondary schools continue to reflect the increasing diversity and globalization of our society, there is a growing demand for qualified teachers who have a thorough understanding of the international domain as well as practical skills in peace and conflict resolution. In addition to intensive course work and student teaching placements, students are also required to participate in Project PEN's peace and conflict resolution internship program in Washington, D.C. public schools. These field placements are carefully supervised and coordinated to meet state certification requirements.

Admission to the Program

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least a B+ (3.30 or higher on a 4.00 scale) and should have had at least 24 credit hours of social science course work relevant to international studies. Students who do not meet these minimum requirements, if otherwise admissible, are assigned additional course work specified at the time of admission.

Students must apply to both the School of International Service (SIS) and the School of Education (SOE) in the College of Arts and Sciences. Admission to either of the participating teaching units in no way implies admission to the other unit. For more information on admissions requirements, contact the SIS Graduate Office at (202) 885-1690 or the SOE Office of Teacher Education at (202) 885-3720.

All applicants are required to submit results of the aptitude section of the Graduate Record Examination (GRE). International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score for full consideration is 600. All applicants must submit two letters of refer-

ence evaluating undergraduate academic performance and suitability for graduate study in international affairs and education.

Students seeking secondary education certification must have completed sufficient course work in an area traditionally taught in secondary schools. It is anticipated that students who complete the M.A. in International Peace and Conflict Resolution will have sufficient background to meet certification requirements in social studies. However, students who meet requirements for other subject areas will also be considered. Students will be notified at the time of admission concerning additional course work required for state certification.

Degree Requirements

- 57 credit hours of approved graduate course work with a cumulative grade point average of 3.00
- Students must complete the 9 credit hours in the education core courses, 12 credit hours in secondary education, 6 credit hours of student teaching and at least 12 of the 15 credit hours in peace and conflict resolution to receive the M.A.T.
- Students must complete 15 credit hours in peace and conflict resolution, 3 credit hours in economics, 6 credit hours in methodology, 6 credit hours in research and writing, and the 9 credit hours in the education core to receive the M.A. in International Peace and Conflict Resolution
- Proficiency in a modern foreign language
- Comprehensive examination in International Peace and Conflict Resolution
- Comprehensive examination for M.A.T.

Course Requirements

Education Core (9 credit hours)

- EDU-521 Foundations of Education (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3) *or*
- EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
- EDU-620 Theories of Educational Psychology and Human Development (3)

Secondary Education Track (12 credit hours)

- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3) (or other approved methods courses)
- EDU-662 Classroom Management (3)

Student Teaching (6 credit hours)

- EDU-699 Student Teaching (6)

Peace and Conflict Resolution (15 credit hours)

- SIS-605 Theory of Cooperative Global Politics (3)
- SIS-607 Peace Paradigms (3)
- SIS-609 Conflict Analysis and Resolution: Theory and Practice (3)

- SIS-610 Theory of Conflict, Violence and War (3)
- SIS-611 International Negotiation (3)

Economics (3 credit hours)

- ECON-603 Introduction to Economic Theory (3)

Methodology (6 credit hours)

- SIS-600 Quantitative Analysis in International Affairs (3)
- SIS-612 Research Seminar in Peace and Conflict Resolution (3) (or other approved methods course)

Research and Writing Requirement (6 credit hours)

- SIS-691 Project PEN Internship (3)
- SIS-795 Master's Research Requirement/ Substantial Research Paper (SRP) (3)

M.A. in International Peace and Conflict Resolution and Master of Theological Studies

Graduates receive an M.A. in International Peace and Conflict Resolution from the School of International Service and the Master of Theological Studies from Wesley Theological Seminary. See the School of International Service chapter for admission and degree requirements.

Joint Degree Program

M.A./M.B.A. in International Affairs and Business Administration

The Kogod School of Business and the School of International Service offer a joint degree program through which students earn a master's degree in International Affairs with a concentration in Comparative and Regional Studies combined with a Master of Business Administration.

Students must be accepted by both schools, but need to submit only one application to either SIS or Kogod. Admission is for full-time students only. During the first year of the program, students move through the program as members of a cohort. Students also participate in a required orientation and special workshops as part of the program.

Admission to the Program

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least a B+ (3.30 or higher on a 4.00 scale) and should have had at least 24 credit hours of social science course work relevant to international studies. Students who do not meet these minimum requirements, if otherwise admissible, are assigned additional course work specified at the time of admission.

Students must apply to both the School of International Service (SIS) and the Kogod School of Business. Admission to either of the participating teaching units in no way implies admission to the other. For more information on admissions requirements, contact the SIS Graduate Office at (202) 885-1690 or the Kogod Office of Graduate Programs at (202) 885-1913.

All applicants except international students are required to submit results of the aptitude section of the Graduate Record

Examination (GRE) and the Graduate Management Admission Test (GMAT). International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL) and the GMAT. The minimum TOEFL score for full consideration is 600 (or 250 on the computer version). All applicants should plan to take the appropriate tests no later than December to ensure full consideration of application by the January deadline. All applicants must submit two letters of reference evaluating undergraduate academic performance and suitability for graduate study in international affairs and business.

Requests for the transfer of a maximum of 12 graduate credit hours from other accredited institutions to be applied to the degree are considered after successful completion of 9 credit hours in the graduate program at American University. A minimum grade of B (3.00) in each course is required for transfer. Transfer courses must have been completed within seven years of admission and must fulfill stated requirements of the degree program.

Degree Requirements

- 57 credit hours of approved graduate course work with a cumulative grade point average of 3.00
- Proficiency in a modern foreign language:
Research competence in English and another language relevant to the student's career objectives must be certified by SIS.
- Passage of a comprehensive examination in the major field
- Substantial research paper requirement

Course Requirements

M.A. Major Field (21 credit hours)

- SIS-672 Theories of International and Comparative Studies (3)
or
another approved 3-credit course in comparative theory
- SIS-673 Comparative and Regional Political Economy (3)
or

- another approved 3-credit course in comparative economics
- approved elective course (3)
- 12 credit hours of course work in a regional concentration: Africa, the Americas, Asia, Europe, the Middle East, Russia and Central Eurasia, or Islamic Studies. Consult faculty advisors and the SIS Graduate Office for course recommendations.

Related Field (9 credit hours)

- IBUS-618 Manager in the International Economy (3)
- SIS-621 International Law and the Legal Order (3)
or
MGMT-622 Business, Ethics, and Society (3)
or
ACCT-623 Business Law (3)
- SIS-642 Cross-Cultural Communication (3)
- Social Science Research Methodology (6 credit hours)**
- MGMT-610 Applied Managerial Statistics (3)
- SIS-xxx SIS second-level methods course (3)

Research and Writing Requirement (3 credit hours)

- MGMT-624 Applied Strategic Management in a Global Environment (3)
or
MGMT-625 Integrative Field Practicum (3)
- Substantial research paper in conjunction with approved 'SIS course

M.B.A. Course Requirements (18 credit hours)

- FIN-605 Managerial Economics (3)
- ACCT-607 Accounting Concepts and Applications (3)
- MGMT-609 Organizational Behavior and Human Resource Management (3)
- MKTG-612 Marketing Management (3)
- FIN-614 Financial Management (3)
- MGMT-616 Management Information Systems (3)

Environmental Studies Programs

Director David C. Culver

Issues concerning the environment are assuming significant roles in shaping the social, economic, and political structures at both national and international levels. The B.A. in Environmental Studies is a rigorous, interdisciplinary program of studies designed to provide the student with a basic understanding of the scientific and social processes that shape our environment. Students completing the program will have the fundamental knowledge and the critical thinking skills to make independent, rational, decisions concerning current and pressing environmental issues.

A new generation of environmental professionals is needed to solve the myriad environmental problems faced by society. The M.A. in Environmental Policy and the M.S. in Environmental Science programs emphasize the multidisciplinary nature of environmental studies while retaining disciplinary strength and rigor. The diversity of course offerings covers topics including environmental toxicology, conservation biology, environmental economics and environmental policy, with both domestic and international scope.

UNDERGRADUATE PROGRAMS

B.A. in Environmental Studies

Students follow one of two tracks, each consisting of a core and a set of related courses. The core of each track provides a solid foundation based on the natural sciences as well as the social sciences. The student then builds upon the core by choosing from an approved list of related courses spanning many disciplines, including courses in the College of Arts and Sciences, the School of International Service, and the School of Public Affairs. A careful choice of related courses, made in consultation with a faculty advisor, will allow the student to tailor a program of study suited to his or her specific interests and professional goals.

The environmental science track, stressing the natural sciences, requires a core of at least 56 credit hours and at least 12 credit hours of related courses. The environmental policy track, emphasizing the social sciences, requires a minimum of 49 credit hours for the core, plus at least 12 credit hours of related courses. The related course requirement includes a social research methodology course and at least three additional courses within one of three clusters (social and economic issues, global issues, or governmental issues).

Students interested in environmental studies are encouraged to participate in the Freshman Environmental Experience program offered by Student Services and the Department of Biology prior to the beginning of the fall semester. Students in the program experience several aspects of environmental issues through group discussions with faculty and area experts, as well

as participation in local area projects, such as maintenance of state or regional park trails.

Each student in the program is also encouraged to gain practical field experience through an internship at one or more of the many public and private environmental organizations in the Washington, D.C. vicinity, such as the Environmental Protection Agency, the Smithsonian Institution, the Chesapeake Bay Foundation, and the Nature Conservancy. Participation in internships will typically take place during the junior or senior year. A maximum of 3 credit hours of internship may be counted towards the related course requirement.

Graduates of the program will be prepared for employment in natural resource fields dealing with basic and applied scientific interests, management and policymaking, or for graduate level training in environmental studies and in professional programs in law, health and medicine, or business.

Admission to the Program

Admission to the program is through formal declaration of the major through the Department of Biology.

University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

General Education Requirements

- A total of 30 credit hours, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas.
- No more than 6 credit hours may be taken in the same discipline.

Major Requirements

- Environmental Science track: 68 credit hours with grades of C or better
Environmental Policy track: 61 credit hours with grades of C or better
- 12 credit hours may also count toward fulfillment of General Education requirements

Course Requirements

Environmental Science Track (68 credit hours)

Core (56 credit hours)

Environmental Studies (10 credit hours)

- ENVS-102 Seminar in Environmental Issues (1)
- ENVS-360 Environment and the Atmosphere (3)
- ENVS-375 Water Resources (3)
- ENVS-492 Senior Capstone in Environmental Studies (3)

Natural Sciences (25 credit hours)

- BIO-110/BIO-110G General Biology I 5:1 (4)
- BIO-210/BIO-210G General Biology II 5:2 (4)

- BIO-423 Introduction to Ecology (3)
- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- CHEM-401 Geology (3)
- CSIS-310 Introduction to Geographic Information Systems (3)

Social Sciences (9 credit hours)

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3) *and* ECON-375 Economics of Environmental Policy (3)
- or*
- GOVT-110/GOVT-110G Politics in the United States 4:1 (3) *and*
- GOVT-370 Formation and Implementation of Environmental Policy (3)
- or*
- SIS-105/SIS-105G World Politics 3:1 (3) *and*
- SIS-388 International Environmental Politics (3)

Mathematics/Statistics (12 credit hours)

- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- STAT-202 Basic Statistics (4)

Related Course Requirements (12 credit hours)

- 12 credit hours from the following:
- BIO-340 Marine Biology (3)
- BIO-404 Biology of Plants with Laboratory (4)
- BIO-410 Invertebrate Zoology with Laboratory (4)
- BIO-440 Microbiology with Laboratory (4)
- BIO-562 Aquatic Field Methods (3)
- BIO-563 Terrestrial Field Methods (3)
- BIO-567 Evolutionary Ecology (3)
- CHEM-310 Organic Chemistry I (3) *and*
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3) *and*
- CHEM-322 Organic Chemistry II Laboratory (1)
- CHEM-350 Quantitative Analysis (3) *and*
- CHEM-351 Quantitative Analysis Laboratory (2)
- CHEM-501 Principles of Analytical Chemistry (3)
- CHEM-507 Chemical Literature (1)
- ENVS-301 Arid Land Environments (3)
- ENVS-302 Environmental Issues in Hungary and Eastern Europe (6)
- ENVS-303 Environmental Issues in the Chesapeake Bay (6)
- ENVS-304 Potomac River Ecosystems (3)
- ENVS-505 Energy (3)
- ENVS-510 Climatology (3)
- ENVS-520 Environmental Geophysics (3)
- ENVS-572 Topics in Conservation Biology (3)
- ENVS-580 Environmental Science I: A Quantitative Approach (4)
- ENVS-581 Environmental Science II: A Quantitative Approach (4)

- ENVS-582 Environmental Law (3)
- PHYS-105/PHYS-105G College Physics I 5:1 (4) *or*
- PHYS-110/PHYS-110G University Physics I 5:1 (4)
- PHYS-205/PHYS-205G College Physics II 5:2 (4) *or*
- PHYS-210/PHYS-210G University Physics II 5:2 (4)

A maximum of 3 credit hours from:

- ENVS-392 Cooperative Education Field Experience (3)
- ENVS-490 Independent Study Project (1–6)
- ENVS-491 Internship (1–6)

Other courses may be substituted with approval of the Environmental Studies coordinator.

Environmental Policy Track (61 credit hours)

Core (49–54 credit hours)

Environmental Studies (13 credit hours)

- ECON-375 Economics of Environmental Policy (3)
- ENVS-102 Seminar in Environmental Issues (1)
- ENVS-492 Senior Capstone in Environmental Studies (3)
- GOVT-370 Formation and Implementation of Environmental Policy (3)
- SIS-388 International Environmental Politics (3)

Social Sciences (15–18 credit hours)

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- GOVT-110/GOVT-110G Politics in the United States 4:1 (3)
- SIS-105/SIS-105G World Politics 3:1 (3)
- One of the following:
- ENVS-302 Environmental Issues in Hungary and Eastern Europe (6)
- ENVS-303 Environmental Issues in the Chesapeake Bay (6)
- SOCY-389 Society and the Global Environment (3)

Natural Sciences (13–15 credit hours)

- BIO-110/BIO-110G General Biology I 5:1 (4)
- One of the following:
- BIO-210/BIO-210G General Biology II 5:2 (4)
- BIO-250/BIO-250G Living in the Environment 5:2 (3)
- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- One of the following:
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- CHEM-220/CHEM-220G Environmental Resources and Energy 5:2 (3)
- One of the following:
- CHEM-401 Geology (3)
- ENVS-360 Environment and the Atmosphere (3)
- ENVS-375 Water Resources (3)

Mathematics (8 credit hours)

- One of the following:
- MATH-211 Applied Calculus I (4)
- MATH-221 Calculus I (4)

Related Course Requirements (12 credit hours)

- 12 credit hours from one of the following clusters:

Social and Economic Issues Cluster:

- One of the following:
 - ECON-310 Introduction to Econometrics (3)
 - SOCY-320 Introduction to Social Research (3)
 - STAT-202 Basic Statistics (4)
 - Three of the following:
 - ECON-300 Intermediate Microeconomics (3)
 - ECON-309 Public Economics (3)
 - ECON-325 Social Choice and Economic Justice (3)
 - ENVS-303 Environmental Issues in the Chesapeake Bay (6) (counts as two courses)
 - ENVS-582 Environmental Law (3)
 - SOCY-372 Law, Rights, and Society (3)
 - SOCY-423 Social Policy Research (3)
 - SOCY-425 Social Advocacy and Social Change (3)
- A maximum of 3 credit hours from:
- ENVS-392 Cooperative Education Field Experience (3)
 - ENVS-490 Independent Study Project (1-6)
 - ENVS-491 Internship (1-6)

Global Issues Cluster:

- One of the following:
 - SIS-206 Introduction to International Relations Research (3)
 - STAT-202 Basic Statistics (4)
 - Three of the following:
 - ANTH-543 Anthropology of Development (3)
 - ECON-307 Economic Development (3)
 - ECON-311 International Economics (3)
 - ENVS-301 Arid Land Environments (3)
 - ENVS-302 Environmental Issues in Hungary and Eastern Europe (6) (counts as two courses)
 - ENVS-582 Environmental Law (3)
 - SIS-210/SIS-210G Human Geography: Peoples, Places, and Cultures 3:2 (3)
 - SIS-308 Introduction to Peace and Conflict Resolution (3)
 - SIS-321 International Law (3)
 - SIS-325 International Organization (3)
 - SIS-337 International Development (3)
 - SIS-400 Senior Seminar in International Relations (3) (for SIS double majors only)
- A maximum of 3 credit hours from:
- ENVS-392 Cooperative Education Field Experience (3)
 - ENVS-490 Independent Study Project (1-6)
 - ENVS-491 Internship (1-6)

Governmental Issues Cluster:

- One of the following:
 - GOVT-310 Introduction to Political Research (3)
 - STAT-202 Basic Statistics (4)
- Three of the following:
 - ENVS-303 Environmental Issues in the Chesapeake Bay (6) (counts as two courses)
 - ENVS-582 Environmental Law (3)

- GOVT-210 Political Power and American Public Policy (3)
 - GOVT-352 Law and the Political System (3)
 - GOVT-425 Governmental Regulation and Deregulation (3)
 - PUAD-260 Administrative Politics (3)
- A maximum of 3 credit hours from:
- ENVS-392 Cooperative Education Field Experience (3)
 - ENVS-490 Independent Study Project (1-6)
 - ENVS-491 Internship (1-6)

Minor in Environmental Science

Requirements

- A minimum of 22 credit hours with grades of C or better with at least 12 credit hours unique to the minor

Course Requirements

- CHEM-110/CHEM-110G General Chemistry 1 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry 1 5:2 (4)
- CHEM-401 Geology (3)
- ENVS-102 Environmental Issues (1)
- ENVS-360 Environment and the Atmosphere (3)
- ENVS-375 Water Resources (3)
- MATH-211 Applied Calculus I (4) or MATH-221 Calculus I (4)
- Students whose major requirements include CHEM-110, CHEM-210, and MATH-211/MATH-221 take an additional course as approved by the Environmental Studies coordinator

Combined Bachelor's Degree and M.A. in Environmental Policy or M.S. in Environmental Science

This program enables qualified students to earn both an undergraduate degree (in any field) and an M.A. in Environmental Policy or an M.S. in Environmental Science. The combined program can be completed with four years of undergraduate study plus 12 months of additional study (fall and spring semesters plus a summer of research or internship). The program offers students an opportunity for strong training and careers in environmental science or policy.

Admission to the Program

Undergraduates should apply for admission to the combined program by the end of the junior year. At a minimum, students must have:

- An overall grade point average of 3.00 (on a 4.00 scale) or higher
- A year of laboratory science (BIO-110/210 General Biology I/II, CHEM-110/210 General Chemistry I/II, PHYS-105/205 College Physics I/II or PHYS-110/210 University Physics I/II)
- A year of calculus (MATH-221/222, MATH-211/212)

Applications must be accompanied by two letters of recommendation and a statement of purpose. Graduate Record Examination (GRE) scores are not required for admission to the combined program. Students should discuss their interest in the

program with the Environmental Studies coordinator before submitting an application.

Requirements

- All requirements for a B.A. or B.S. (in any major) at American University
- All requirements for the M.A. in Environmental Policy or M.S. in Environmental Science

Students may use up to 8 credit hours of approved course work at the 500 level or above to satisfy both degrees. Especially recommended are ENVS-580 Environmental Science I and ENVS-581 Environmental Science II.

GRADUATE PROGRAMS

M.A. in Environmental Policy

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, students must have completed one year of calculus and one year of laboratory science (biology, chemistry, geology, or physics). A semester or more of economics and a semester of geography are recommended. Admission is based on academic record, personal statement and two letters of recommendation. The Graduate Record Examination (GRE) is recommended.

Degree Requirements

- 38 credit hours of approved graduate work
- Comprehensive examination; a maximum of two attempts is permitted.
- A thesis or substantial research paper plus an internship for the research requirement
- Foreign language competence is required for concentrations with an international focus

Course Requirements

Core

Theory (6 credits)

- SIS-660 Environment and Politics (3)
- One of the following:
ECON-541 Public Economics (3)
PUAD-606 Foundations of Policy Analysis (3)
SIS-519 Special Studies in International Politics:
Global Environmental Politics and Policy (3)

Economics (6 credits)

- ECON-579 Energy Economics, Resources and the Environment (3)
- ECON-500 Microeconomics (3) or
ECON-603 Introduction to Economic Theory (3)

Science (8 credits)

- ENVS-580 Environmental Science I: A Quantitative Approach (4)
- ENVS-581 Environmental Science II: A Quantitative Approach (4)

Methods (3 credits)

- One of the following:
PUAD-601 Methods of Problem Solving I (3)
SIS-600 Quantitative Analysis in International Affairs (3)
STAT-514 Statistical Methods (3)

Capstone (3 credit hours)

- One of the following:
PUAD-609 Policy Implementation (3)
SIS-663 Advanced Studies and Research in
Environmental Policy (3)

Research Requirement (3 credit hours)

- One of the following:
SIS-795 Master's Research Requirement (3) (substantial
research paper plus internship)
SIS-797 Master's Thesis Supervision (3)

Area of Concentration (9 credit hours)

- 9 credit hours in a focused topic area, selected in consultation with and approved by a program advisor. International concentrations marked by * require foreign language competence certification. Suggested areas include:

Comparative Politics
*Environment and Development**
Environmental Economics
Environmental Policy Analysis
*International Law and Organization**
Public Management
*U.S. Foreign Economic Policy**
Conservation Biology
Earth and Atmospheric Science
Toxicology
Methodology

M.S. in Environmental Science

Admission to the Program

In addition to meeting the minimum university requirements for graduate study, students must have completed one year of calculus and one year of laboratory science (biology, chemistry, geology, or physics). A semester or more of economics is recommended. Admission is based on academic record, personal statement and two letters of recommendation. The Graduate Record Examination (GRE) is recommended.

Degree Requirements

- 35 credit hours of approved graduate work, including 6 credit hours of ENVS-681 and ENVS-691 in lieu of a thesis
- One comprehensive examination; a maximum of two attempts is permitted.

Course Requirements

- ENVS-580 Environmental Science I: A Quantitative Approach (4)
- ENVS-581 Environmental Science II: A Quantitative Approach (4)

238 Interdisciplinary Programs

- ENVS-681 Environmental Research Seminar and Practicum (3)
- ENVS-691 Environmental Science Research (3)
- ECON-579 Energy Economics, Resources and the Environment (3) *and*
ECON-603 Introduction to Economic Theory (3)
or
SIS-660 Environment and Politics (3) *and*
PUAD-606 Foundations of Policy Analysis (3)
- STAT-514 Statistical Methods (3)
- STAT-515 Regression (3)

Area of Concentration (9 credit hours)

- One of the following (or another concentration approved by a faculty advisor):

Conservation Biology

- BIO-562 Aquatic Field Methods (3)
- BIO-563 Terrestrial Field Methods (3)
- ENVS-572 Topics in Conservation Biology (3)

Earth and Atmospheric Science

- ENVS-505 Energy (3)
- ENVS-510 Climatology (3)
- ENVS-520 Environmental Geophysics (3)

Environmental Assessment

- Three of the following:
CHEM-671 Principles of Toxicology (3)

CSIS-610 Introduction to Geographic Information Systems (3)

CSIS-688 Introduction to Decision Analysis (3)

ENVS-575 Environmental Risk Assessment (3)

Toxicology

- CHEM-501 Principles of Analytic Chemistry (3)
- CHEM-671 Principles of Toxicology (3)
- CHEM-682 Toxicological Testing (3)

Graduate Certificate in Environmental Assessment

Admission to the Program

Open to students with a bachelor's degree from an accredited institution. Students must have completed the following prerequisite courses: calculus, statistics, and organic chemistry.

Certificate Requirements

- 15 credit hours of approved graduate study to be completed within four years of admission to the certificate program.

Course Requirements

- CHEM-671 Principles of Toxicology (3)
- CSIS-610 Introduction to Geographic Information Systems (3)
- CSIS-688 Introduction to Decision Analysis (3)
- ENVS-575 Environmental Risk Assessment (3)
- ENVS-681 Environmental Research Seminar and Practicum (3)

Center for Global Peace

American University's Center for Global Peace is designed to promote interdisciplinary study and understanding of world peace by building upon the university's experience in the area of peace and conflict resolution studies. The center promotes outreach and cooperative efforts in the local and global community such as conflict resolution training, visiting scholars, and cross-disciplinary workshops; sponsors graduate and post-doctoral fellowships; and provides support for research initiatives as well as multidisciplinary curriculum development and team teaching.

Serving as a focal point for faculty and students interested in exploring issues in world peace and conflict resolution, the center also hosts seminars, speaker series, and other forums on topics relevant to the center's mission. Director of the Center for Global Peace is Prof. Abdul Aziz Said. A committee of AU faculty provides direction and clarity for the center's policies and practices. Program guidance and support is provided by the Board of Directors and the International Board of Advisors, drawn from scholars and practitioners in peace and conflict resolution.

Washington Semester and World Capitals Programs

Washington Semester Program

Established in 1947, the Washington Semester Program offers programs of study for which Washington D.C. provides a unique perspective. More than 200 colleges and universities are associated with the program and each semester over 400 students from across the country and around the world come to American University for programs that feature seminars with key figures in the field. Students undertake an internship and complete either an intensive research project or an elective from regular university course offerings. International students enrolled in universities outside the United States may study for a semester or a year in any of the Washington Semester programs on a noncredit basis. For more information on these programs call (202) 895-4900, e-mail washsem@american.edu, or go to www.washingtonsemester.com.

Washington Semester in American Politics

As an in-depth look at how government works in the United States, this program covers the American national government and political system as a whole, including Congress, the executive branch, political parties and interest groups, the courts, and the media. Seminars are held with public officials, political figures, lobbyists, think-tank scholars, and members of the media. Students may also focus on public law and meet with key political and legal players. The program is taught by members of the faculty of the School of Public Affairs. See the Department of Government for admission and course requirements.

Washington Semester in Economic Policy

This program is an intensive examination of economic policy making in Washington D.C. and the role of international economic activities in U.S. policy. Students explore domestic economic policy including macroeconomics (fiscal and monetary), microeconomics (labor and employment), and the relationship between domestic banks and the Federal Reserve Board. On-site visits include the World Bank, and International Monetary Fund, Department of the Treasury, and embassies. See the Department of Economics for admission and course requirements.

Washington Semester in International Business and Trade

Washington, D.C. is the ideal laboratory for studying international business and trade. The first part of the program explores major issues such as export/import procedures, foreign investment, and political risk analysis, while the latter part of the semester analyzes specific business opportunities in the Middle East, Latin America, Eastern Europe, and the Pacific Rim. See the Kogod School of Business for admission and course requirements.

Washington Semester in International Environment and Development

In this semester students combine hands-on experience on two continents by spending thirteen weeks in Washington D.C. and three weeks in Africa (fall semester) or Costa Rica (spring semester) focusing upon global environmental preservation and sustainable development. In Washington, students study the policy-making process, U.S. international assistance policy, and such issues as the role of women in development, conservation financing, and the merits of voluntary action and micro-enterprise support. Students then investigate the implementation of these policies in the field in Africa or Costa Rica. See the School of International Service for admission and course requirements.

Washington Semester in International Politics and Foreign Policy

Originated as the Washington International Semester in the fall of 1970, the International Politics and Foreign Policy Semester is taught by faculty from the School of International Service. The semester provides students with an opportunity to observe and study the manifold governmental, international, and private activities which contribute to the United States' position in world affairs. See the School of International Service for admission and course requirements.

Washington Semester in Journalism

An up-close and personal look at the institutions, individuals, content, forms, and methods of Washington journalism. The semester provides an opportunity to study broadcast and print media, news reporting, and the principles, ethics, and issues of American journalism. Informal and interactive seminars are held with national and local reporters, editors, public policy makers, public relations executives, lobbyists, press secretaries, and film makers. See the School of Communication for admission and course requirements. *Note:* This program is not open to American University communication majors.

Washington Semester in Justice

This program provides a realistic picture of the processes of the justice system. The program focuses on the interrelationships of the institutions operating in the criminal justice system (law enforcement, courts, corrections); the various occupational specialties; the problems of civil justice systems; the role of research; and the local, national, and international levels of the justice system. See the Department of Justice, Law and Society for admission and course requirements.

Washington Semester in Museum Studies and the Arts

Students in this program go behind the scenes at cultural institutions and attend presentations by professionals in the museum and arts world to acquire an in-depth understanding of key issues and concerns in the field. The semester offers students an opportunity to explore the rich collections and special exhibitions of some of America's major museums, to study the cultural history of the nation through its architecture and public monuments, and to learn key aspects of running museums and other cultural organizations.

Washington Semester in Peace and Conflict Resolution

The goal of this program is to allow students to participate in building a global society based on peace, freedom, justice, and a diminished level of violence. Taught by faculty from the School of International Service, the semester includes conflict-resolution theory, history, and methodologies. Students are also introduced to the skills needed for nonviolent, nonexploitative conflict resolution. The semester is designed to broaden students' understanding of the forces that move a society—either toward a heightened level of violence and exploitation or toward positive social change. See the School of International Service for admission and course requirements.

Washington Semester in Transforming Communities

The Washington Semester in Transforming Communities fosters the ideal of "think globally, act locally" by providing students with the knowledge and tools to take community service to a new level. Washington, D.C., serves as a distinctive learning laboratory for exploring how grassroots action, government opportunities, and creative programs can strengthen and rebuild communities. Students meet with activists, policy makers, and other leaders in the field. The program is open to students from American University and affiliated institutions. Students earn undergraduate credit in either government or justice, law and society that may be applied toward the requirements for a bachelor's degree. See either the Department of Government or the Department of Justice, Law and Society for admission and course requirements.

Washington Summer Internship

Students from colleges and universities across the United States and from around the world are offered the opportunity to gain career-related, on-the-job experience through working and learning in the nation's capital. Students intern with a professional or government office four and a half days a week and attend an academic seminar the other half day per week in conjunction with the work experience. American University students should consult their academic departments concerning summer internship opportunities.

World Capitals Program

The World Capitals Program offers the opportunity for students to study abroad and gain full American University course credit. Students choose from programs in Australia, Beijing, Berlin, Brussels, Buenos Aires, Copenhagen, Jerusalem, London, Madrid, Mediterranean, Moscow, Paris, Prague, Rome, Santiago, Southern Africa, and art studies in Corciano, Italy. Internships are available in most programs in government, business, political, and social organizations. For more information on World Capitals programs call (202) 895-4900 or visit the web site www.worldcapitals.american.edu.

Art in Italy Semester

This program is offered every fall semester and provides undergraduate, graduate, and nondegree students with opportunities to pursue creative activities in fine arts, artistic applications of design, and the theoretical and historical concerns of art history. Students may visit Assisi, Siena, Florence, Rome, and smaller hill towns of Umbria to see works of Giotto, Michelangelo, Titian, Donatello, as well as medieval carvings and Roman ruins.

Australia/New Zealand Semester

This program, offered every spring semester and based in Sydney, immerses students in Australian life and culture through courses, internships, and field trips. Courses focus on Australian culture, economics, politics, and media. The curriculum takes students on trips to the Great Barrier Reef and New Zealand. Students intern in international business, education, non-profit, government, the media, and other fields. Classes take place at the Australian Catholic University in North Sydney.

Beijing/Hong Kong Semester

Offered every fall semester, the Beijing Semester keeps pace with China's rapid development. Students study at China's premier institution of higher learning, University of Beijing. Students may elect to take an intensive Mandarin Chinese language course. Students also take courses taught in English in Chinese history, culture, society, and economics and choose an internship or independent study project. Local excursions and trips to southern China, including Guangzhou and Hong Kong, introduce students to business leaders and organizations as well as famous sites in Chinese history and culture.

Berlin Semester

The program in Berlin is offered every fall semester and focuses on the reunified Germany and the new capital of Europe's leading economic power. Students take classes at the Freie Universität Berlin. Students may take German language courses offered at levels from beginning to advanced to accommodate student proficiency. Students also select from courses taught in English on the history and culture of Berlin, contemporary Ger-

many, Germany and the world, and an internship. Field excursions and guest speakers are an integral aspect of the program.

Brussels Semester

Offered each fall and spring, this program provides students the opportunity to study in the political center of the European Union (EU). Students learn from experts in international economics, politics, and security through guest lectures and site visits. European economics and security, a core curriculum component, is taught by a high-ranking NATO official and a noted Belgian economist. Classes are held in English at the Université Catholique de Louvain's Brussels campus. Internships and field trips to other major European cities add to the experience of studying in Brussels. In the spring semester, an international marketing program is offered in conjunction with the Kogod School of Business. The program travels on excursions to many east European countries.

Buenos Aires Semester

Buenos Aires is an ideal environment for observing the characteristics and challenges of political reform in an exciting and cosmopolitan city. Students gain historical insight from individuals involved in the shift to democracy from the church, government, universities, business, and labor. Offered every fall semester, the program gives students the opportunity to enroll in courses at the University of Belgrano in Buenos Aires. On field trips, students visit Patagonia; Estancia; and Colonia, Uruguay.

Copenhagen Semester (or Year)

Copenhagen combines the new and modern with a rich historical tradition. Students may study in the humanities and social sciences, international business, marine biology, and environmental studies. Students observe Denmark's innovative—and sometimes controversial—methods of handling its economic and social problems. All courses are conducted in English by Danish professors and professionals, in conjunction with University of Copenhagen's Denmark's International Study Program (DIS). Field trips are optional. The program is offered every fall and spring.

Jerusalem Semester

This program gives students the opportunity to experience Israel while participating in an exciting and focused learning experience. Offered every spring semester, the program combines intensive Hebrew language instruction and a comprehensive seminar including Israeli society, economy, politics, history, and culture. Students may take regular courses conducted in Hebrew offered at the Hebrew University of Jerusalem, or courses taught in English in a variety of subjects at the Rothberg School for International Students. Students have the opportunity to tour other areas of Israel and neighboring countries.

London Semester

Offered every fall and spring semester, the London program gives students the opportunity to explore British civilization and culture. Courses include British politics, justice and law, history, theater, and media. Internships offer valuable experience in government and politics, public relations, international business, the arts, non-profits, education, media, or law. Students take academic excursions to Ireland, Bath, Stratford-upon-Avon, and Oxford or Cambridge.

Madrid Semester

Offered every spring, the Madrid program takes students into the heart of Spain to study foreign policy, history, political science, Spanish language, and culture. Students with two prior years of Spanish study put language skills to work in courses, internships, and family homestays. Journalists, politicians, and artists and writers join the resident director and faculty as guest lecturers, providing a first-hand perspective on the political, cultural, and economic factors affecting Spain. Classes are taught in Spanish and excursions and two extensive field trips to Cataluña and Andalucía complement course work.

Madrid and the Mediterranean: Athens, Greek Islands, Istanbul, and Rome Semester

The home base of Madrid and excursions around the Mediterranean stimulate the curriculum in the fall semester program. Students take courses in history, literature, the classics, archeology, and anthropology of ancient civilizations. Students with low-Spanish proficiency take language classes. Qualified students may gain professional experience in their field of interest through an internship.

Moscow Semester

The Moscow program invites students with two years of college-level Russian language, or the equivalent, to examine Russia's evolving sociopolitical culture. Students are immersed in the study of Russian language and culture through lectures, readings, course assignments, homestays, and internships. Discussions with professionals from the media as well the political, economic, and social arenas offer students an unparalleled view of the changes taking place in Russia. The program, conducted in Russian, is affiliated with the American Council of Teachers of Russian and hosted by the Moscow International University and is offered every fall and spring semester.

Paris Semester

Students enhance their French language skills and knowledge of the sparkling city of light and France through classes, internships with professional organizations, and homestays. The program, offered each spring semester, begins with an intensive course in the civilization and culture of Paris, arguably the world's most magnificent cultural city. Written and spoken

French is taught at all levels at the superb French language program of the Cours de Civilisation Française at the historic Sorbonne. Field trips take students on visits to Burgundy and the Loire Valley.

Prague Semester

Students experience the Czech Republic's new-found freedom and resurgence of creative energy. In this program offered fall and spring semesters, students may choose from courses taught in English at Charles University, or the film or photography curriculum at the Prague Film Academy (FAMU). Both universities are renowned for their faculty and academic programs. The required core seminar course allows students to meet leaders who brought about social and economic change. While the program is in English, students also study the Czech language and have the opportunity to intern. Academic field trips provide travel through varying parts of eastern Europe.

Rome Semester (or Year)

Rome, a living museum, provides students one of the richest displays of art and architecture in the world. Students may take history, cinema, Italian language, literature, sociology, art, architecture, and other courses at the American University of Rome. Classes are taught in English by local faculty, who emphasize Italian and European culture in every aspect of the curriculum. On-site visits and specially organized seminars with Italian artists, historians, and writers allow students to see the city through a perspective unavailable elsewhere. Students have the opportunity to travel to Pompeii and Venice, an exciting first-hand way to learn Italian history from the earliest civilizations to the present day.

Santiago Semester

Offered every spring semester, the semester in Santiago gives students access to this vibrant country, which is transforming from military rule to democracy. Business and community leaders present the class with a wide range of views about Chile's developing structure, the social mores and attitudes of the people, and the roles of the church, family, and social institutions. Language skills are developed daily in homestays, in Spanish language classes, and in internships for students with sufficient language ability. Field trips within Chile give students the opportunity to see the country as a whole.

Southern Africa Semester

This unique program divides its time between two leading players in the region, Zimbabwe and South Africa. Students learn about regional development and growth and the distinct cultures of the rural area in Zimbabwe at Africa University. After a two-week safari field trip, the program moves to Cape Town, South Africa, where students learn about the justice and conflict resolution process developed in South Africa to facilitate the transition to majority rule and democratic principles. Students participate in internships suited to their goals and interests.

Index of Course Descriptions by Teaching Unit

| | Page | | Page |
|---|------|---|------|
| American Studies (AMST) | 248 | Language and Foreign Studies (LFS) | 314 |
| Anthropology (ANTH) | 248 | Arabic (ARAB) | 314 |
| Art: Art History (ARTH) | 251 | Chinese (CHIN) | 315 |
| Art: Studio and Design (ARTS) | 253 | Czech (CZEC) | 315 |
| Audio Technology (ATEC) | 255 | French (FREN) | 315 |
| Biology (BIO) | 257 | German (GERM) | 317 |
| Business Administration | | Hebrew (HEBR) | 318 |
| Accounting and Taxation (ACCT) | 245 | Hindi (HIND) | 318 |
| Finance and Real Estate (FIN) | 288 | Italian (ITAL) | 318 |
| International Business (IBUS) | 307 | Japanese (JAPN) | 318 |
| Management (MGMT) | 331 | Russian (RUSS) | 319 |
| Marketing (MKTG) | 335 | Spanish (SPAN) | 320 |
| Chemistry (CHEM) | 259 | TESOL (TESL) | 374 |
| Communication (COMM) | 262 | Literature (LIT) | 321 |
| Computer Science and Information Systems (CSIS) | 271 | Mathematics (MATH) | 329 |
| Economics (ECON) | 276 | Multimedia Design and Development (MMDD) | 336 |
| Education (EDU) | 281 | Performing Arts: Music, Theatre, Dance, and Arts Management (PERF) | 337 |
| English Language Institute (ELI) | 285 | Performing Arts: Applied Music (MUS) | 337 |
| Environmental Studies (ENVS) | 287 | Philosophy (PHIL) | 343 |
| Government (GOVT) | 290 | Physics (PHYS) | 345 |
| Health and Fitness (HFIT) | 296 | Psychology (PSYC) | 347 |
| History (HIST) | 299 | Public Administration (PUAD) | 351 |
| International Service (SIS) | 358 | Religion (RELG) | 356 |
| Jewish Studies (JWST) | 314 | Sociology (SOCY) | 369 |
| Justice, Law and Society (JLS) | 309 | Statistics (STAT) | 373 |
| | | Study Abroad (SABD) | 357 |
| | | University Honors (HNRS) | 307 |
| | | Washington Semester (WSEM) | 376 |
| | | Women's and Gender Studies (WGST) | 375 |

Index of Course Descriptions by Course Subject Code

| | Page | | Page |
|------|--|------|--|
| ACCT | Business Administration: | GERM | German 317 |
| | Accounting and Taxation 245 | HEBR | Hebrew 318 |
| AMST | American Studies 248 | HIND | Hindi 318 |
| ANTH | Anthropology 248 | ITAL | Italian 318 |
| ARTH | Art: Art History 251 | JAPN | Japanese 318 |
| ARTS | Art: Studio and Design 253 | RUSS | Russian 319 |
| ATEC | Audio Technology 255 | SPAN | Spanish 320 |
| BIO | Biology 257 | LIT | Literature 321 |
| CHEM | Chemistry 259 | MATH | Mathematics 329 |
| COMM | Communication 262 | MGMT | Business Administration: Management 331 |
| CSIS | Computer Science and Information Systems 271 | MKTG | Business Administration: Marketing 335 |
| ECON | Economics 276 | MMDD | Multimedia Design and Development 336 |
| EDU | Education 281 | MUS | Performing Arts: Applied Music 337 |
| ELI | English Language Institute 285 | PERF | Performing Arts: Music, Theatre, Dance, and Arts Management 337 |
| ENVS | Environmental Studies 287 | PHIL | Philosophy 343 |
| FIN | Business Administration: | PHYS | Physics 345 |
| | Finance and Real Estate 288 | PSYC | Psychology 347 |
| GOVT | Government 290 | PUAD | Public Administration 351 |
| HFIT | Health and Fitness 296 | RELG | Religion 356 |
| HIST | History 299 | SABD | Study Abroad 357 |
| HNRS | University Honors 307 | SIS | International Service 358 |
| IBUS | Business Administration: International Business 307 | SOCY | Sociology 369 |
| JLS | Justice, Law and Society 309 | STAT | Statistics 373 |
| JWST | Jewish Studies 314 | TESL | TESOL 374 |
| LFS | Language and Foreign Studies: 314 | WGST | Women's and Gender Studies 375 |
| | ARAB Arabic 314 | WSEM | Washington Semester 376 |
| | CHIN Chinese 315 | | |
| | CZEC Czech 315 | | |
| | FREN French 315 | | |

Course Descriptions

Business Administration: Accounting and Taxation

Undergraduate Courses

ACCT-201 Legal Issues in Business (3) Examines individual, business, and legal relationships. Includes legal concepts, philosophy, and functions, and federal and state court systems. Survey of contracts, sales, agency, legal forms of business, and regulation of business. Usually offered every term. *Prerequisite:* completion of College Writing or English Competency requirement and 24 credit hours earned.

ACCT-240 Principles of Financial Accounting (3) An introduction to the principles and concepts underlying financial statements. Includes an introduction to the accounting profession, control, concepts, business entities, and all elements of basic financial statements. Usually offered every term. *Prerequisite:* 24 credit hours earned.

ACCT-241 Principles of Managerial Accounting (3) An introduction to the principles and concepts underlying managerial accounting. Includes an introduction to management accounting information and cost accounting. Usually offered every term. *Prerequisite:* ACCT-240, completion of College Writing or English Competency requirement, University Mathematics requirement and 24 credit hours earned.

ACCT-340 Intermediate Financial Accounting I (3) Begins a two-course sequence providing an in-depth study of principles, concepts, and elements associated with financial statements. Includes financial statement analysis, income measurement, valuation of assets and equities, and generally accepted accounting principles. Usually offered every term. *Prerequisite:* ACCT-240 and ACCT-241 with a grade of C or better, MGMT-252, ACCT-201, ECON-200, and upper-division standing.

ACCT-341 Intermediate Financial Accounting II (3) Continuation of ACCT-340. Focus on accounting for long-term liabilities and stockholder's equity, cash flow analysis, and international financial statements. Usually offered every term. *Prerequisite:* ACCT-340 and upper-division standing.

ACCT-345 Cost Accounting (3) Uses of accounting data for planning, control, and decision making. Includes budgets and standard costs, cost concepts, techniques and behavior. Usually

offered every term. *Prerequisite:* MGMT-252, ACCT-201, ACCT-241, ECON-200, and upper-division standing.

ACCT-350 Modeling Business Processes for Accounting Information Systems (3) The study and development of accounting information systems as process-focused, enterprise-wide information systems. Includes events accounting, entity-relationship modeling, systems documentation tools, database systems, accounting software, and business process controls. Usually offered every term. *Prerequisite:* ACCT-241 and upper-division standing.

ACCT-391 Internship in Accounting (1-6) Provides students with the opportunity to blend practical business work experience with academic study. The academic workload varies depending on the internship credit to be earned. *Prerequisite:* ACCT-241, upper-division standing, 9 additional credit hours in business courses, and permission of instructor and department chair.

ACCT-392 Cooperative Education Field Experience (3-6) *Prerequisite:* ACCT-241, upper-division standing, 9 additional credit hours in business courses, and permission of department chair and Cooperative Education office.

ACCT-443 Taxation I (3) Introduction to federal income taxation of individuals. Usually offered every term. *Prerequisite:* MGMT-252, ACCT-240, ACCT-241, ECON-200, and upper-division standing.

ACCT-444 Taxation II (3) Federal income tax for individuals, partnerships, and corporations and specialized areas such as estates and trusts. Usually offered every term. *Prerequisite:* ACCT-443 and upper-division standing.

ACCT-490 Independent Study Project in Accounting (1-3) *Prerequisite:* ACCT-241, upper-division standing, and permission of instructor, department chair, and associate dean.

Graduate and Advanced Undergraduate Courses

ACCT-502 Advanced Business Law (3) Functions, form, and content of commercial paper; law of real and personal property; legal bibliography; legal requirements of business; and case research. Usually offered every term. *Prerequisite:* for undergraduates: ACCT-201.

ACCT-547 Advanced Financial Accounting (3) Theory and practices of accounting for partnerships, business combinations,

and consolidated financial statements. Usually offered every term. *Prerequisite:* ACCT-341 or permission of department chair.

ACCT-549 Auditing (3) A study of auditing theory, generally accepted auditing standards, audit procedures, audit reports, and the responsibilities and ethics of the auditing profession. Includes risk, evidential matter and audit tests, internal controls, sampling, audit testing, subsequent events, professional liability, reporting statutory provisions, compilation and review services, and reporting under government auditing standards. *Prerequisite:* ACCT-340 and senior standing, or graduate standing.

ACCT-560 Governmental and Not-for-Profit Accounting (3) Accounting and financial reporting concepts and standards applicable to local, state, and federal governments, and non-profit entities such as colleges and universities, health care entities, and voluntary health and welfare organizations. Emphasizes the nature of governmental organizations and their financial characteristics and differences in reporting standards from the private sector. Financial management and audit issues particular to non-profits are also discussed. *Prerequisite:* ACCT-340 or ACCT-607 and senior or graduate standing, or permission of department chair.

Graduate Courses

ACCT-600 Ethics in Business and Accounting (1.5) This course examines contemporary ethical issues in business and in the accounting profession in relation to both classical and modern theories of moral philosophy. The AICPA Code is evaluated in contrast with ethical codes of other organizations and professions. Also includes analysis of domestic and international case studies.

ACCT-602 Legal Environment of Professional Accounting (3) A study of the legal environment of business with emphasis on aspects of business law of particular importance to professional accountants. Ethical, social, and political considerations as they affect business organizations and the practice of public accountancy are also emphasized. Usually offered every spring.

ACCT-604 Tax Planning for Individuals and Business Enterprises (3) A study of federal income tax laws relating to individuals, partnerships, and corporations. Detailed consideration to basic income tax concepts applicable to individuals, property and business transactions, corporations (including S Corporations) and their shareholders, partnerships and limited liability companies. *Prerequisite:* ACCT-607.

ACCT-607 Accounting Concepts and Applications (3) The use of accounting as a management tool, including the strengths and limitations of accounting as an information system. Financial and managerial aspects of accounting with focus on the underlying concepts of accounting, the role of accounting in management planning and control, and the usefulness of accounting data for evaluating the results of operations and decision making. Usually offered every term.

ACCT-623 Business Law (3) An intensive introduction to the legal and ethical issues confronting the global business manager. The legal system, legal processes, and several areas of substantive commercial law relevant to the business manager; developing recognition of legal and ethical issues and their managerial implications. Examines product liability, the administrative legal process of regulation, antitrust, and the contract as the fundamental legal instrument of global commercial relations.

ACCT-630 Legislative and Judicial Foundations of Income Tax (3) Legislative and judicial concepts common to all areas of income taxation. Emphasis on analysis of court decisions to trace the development of judicial doctrines. Subject areas include substance over form, characteristics of income, dispositions of assets, capital gains and losses, tax credits, limitations on business expenses and losses, tax accounting principles. Usually offered every term. *Prerequisite:* admission to the graduate tax program or permission of program director.

ACCT-631 Tax Research and Procedure (3) Thorough analysis of techniques for performing sophisticated tax research including looseleaf services, treatises, IRS sources, and court decisions. Analysis of tax procedure including IRS organization; audit procedures; assessment, collection, and refund; limitations; penalties; responsibility in tax practice. Emphasis on practical applications. Usually offered every term. *Prerequisite:* admission to the graduate tax program or permission of program director.

ACCT-632 Estate and Gift Tax (3) Detailed analysis of the federal estate and gift taxes and an overview of the income taxation of estates and trusts (Subchapter J). Usually offered every fall. *Prerequisite:* ACCT-630 or ACCT-631 or permission of program director.

ACCT-633 Corporation Income Taxation I (3) Income taxation of corporations and their shareholders: organization, capital structure, dividends and other nonliquidating distributions, redemptions, liquidations, taxation of S corporations. Usually offered every fall. *Prerequisite:* ACCT-630 or permission of program director.

ACCT-641 Corporate Financial Reporting (3) Application and use of financial accounting in a decision-making framework. Emphasis is on corporate financial reporting strategies, preparation of financial statements, and interpretation of financial statements by external users. Issues related to income determination, valuation of assets, liabilities, and equities are examined. Usually offered every term. *Prerequisite:* ACCT-607

ACCT-650 Accounting Information Systems (3) Concepts and techniques of analyzing, designing, and implementing accounting information systems. Evaluation of computer- and non-computer-based information systems for organizations of various kinds. Usually offered every fall. *Prerequisite:* ACCT-607 or permission of department chair.

ACCT-670 International Accounting (3) Basic concepts and technical issues in international accounting. A broad introduction to the international business dimension as a context for in-depth study of accounting in a multinational environment. Includes internationalization of accounting standards, currency translation problems, transfer pricing, and comparative practices in reporting. Usually offered every spring. *Prerequisite:* ACCT-607.

ACCT-685 Topics in Accounting (1.5-3) Topics vary by section, may be repeated for credit with different topic. Rotating topics examine critical issues in accounting practice, accounting theory and interdisciplinary perspectives. In depth coverage of topics such as issues in financial accounting, management accounting, assurance services, or accounting information systems. Offered irregularly.

ACCT-690 Independent Study Project in Accounting (1-6) *Prerequisite:* permission of instructor, department chair, and associate dean.

ACCT-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

ACCT-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

ACCT-725 Modern Management Control Systems (3) Integration of managerial aspects of accounting, business, and the functions of decision making, planning and control. Consideration of both quantitative and behavioral dimensions of contemporary accounting and management control systems. Offered irregularly. *Prerequisite:* ACCT-607 or permission of instructor.

ACCT-740 Corporation Income Taxation II (3) A continuation of ACCT-633. Accumulated earnings and personal holding-company penalty taxes, collapsible corporations, corporate reorganizations, carryover of corporate tax attributes, multiple corporations, and consolidated returns. Usually offered every spring and summer. *Prerequisite:* ACCT-630 and ACCT-633.

ACCT-741 State and Local Taxation (3) Examination of the constitutional and practical constraints on taxing jurisdiction of state and local governments; conformity with federal law, apportionment of income, multistate and multinational corporation problems, transaction taxes, property taxes, death and gift taxes. Detailed analysis of the Uniform Division of Income for Tax Purposes Act (UDITPA). Offered irregularly. *Prerequisite:* admission to the graduate tax program or permission of program director.

ACCT-742 Special Tax Topics (1-3) Topics vary by section, may be repeated for credit with different topic. Rotating specialized tax topics or analysis of current tax legislation. Topics include taxation of banks, insurance companies, security transactions, tax exempt organizations, cooperatives, or natural resources. Offered irregularly. *Prerequisite:* permission of program director.

ACCT-743 International Taxation (3) U.S. tax law related to investment by U.S. persons overseas and foreign persons in the United States. Includes the foreign tax credit, Subpart F, PFIC's, FSC's transfer pricing, FIRPTA, section 911, and the role of tax treaties. Usually offered every summer. *Prerequisite:* ACCT-630 and ACCT-633.

ACCT-745 Employee Benefit Tax Planning (3) Analysis of income tax aspects of compensation benefits for employees at all levels and for self-employed persons. Detailed consideration of qualified pension and profit-sharing plans, individual retirement accounts, Keogh plans, statutory and nonstatutory stock options, and other fringe benefits (life insurance, medical plans, etc.). Offered irregularly. *Prerequisite:* ACCT-630.

ACCT-746 Taxation of Real Estate Transactions (3) Income tax aspects of acquiring, operating, and disposing of investment and personal real estate. Detailed consideration of deductions (including ACRS), conventional and creative financing techniques, foreclosures and repossessions, subdivision, sale/leaseback transactions, tax-deferred exchanges, involuntary conversions, sale of a principal residence, and special problems of agricultural prop-

erty. Usually offered every summer. *Prerequisite:* ACCT-630 or permission of program director.

ACCT-747 Partnership Taxation (3) Income tax aspects of transfers to a partnership, distributions, withdrawal or death of a partner, dissolution, sales and exchanges of partnership interests, special partnership allocations, use of the partnership as a vehicle for investment syndication. Usually offered every term. *Prerequisite:* ACCT-630.

ACCT-750 Tax Policy (3) Study of the economic, social, ethical, and political forces in the development of tax policy. Specifically addressed are alternative approaches to taxing income, the practical political environment of enacting tax legislation, and the international influences on U.S. tax policy. Usually offered every spring. *Prerequisite:* final semester of the graduate tax program or permission of program director.

ACCT-751 Seminar in Business Tax Planning (3) Use of case methodology to integrate tax considerations with accounting, economic, managerial, and nontax legal considerations for planning corporate transactions. Includes organization of a close corporation, dividends and other corporate distributions, corporate combinations, corporate liquidations, corporate divisions. Usually offered every fall. *Prerequisite:* ACCT-633 or permission of program director.

ACCT-752 Seminar in Family Financial Planning (3) Use of case methodology to integrate income, estate, and gift tax implications with nontax legal considerations in establishing a financial plan within the family unit. Included is detailed consideration of income taxation of estate and trusts (Subchapter J), Estate-planning legal mechanisms, charitable and family gifts, private foundations, and disposal of business interests. Usually offered every spring. *Prerequisite:* ACCT-632.

ACCT-760 Advanced Auditing and Professional Practice (3) Advanced study of auditing theory, standards, and practices as well as other contemporary issues in professional accounting practice. Includes standard setting processes, legal and ethical responsibilities, statistical sampling, information systems audits, internal/operational audits, government compliance audits, and international auditing standards. Also examines the contemporary environment of the accounting profession and the evolution of professional practice. *Prerequisite:* ACCT-549.

ACCT-770 Current Topics in Accounting (1.5) Topics vary by section, may be repeated for credit with different topic. Rotating topics include forensic accounting, public policy issues in accounting, special technology and systems issues relating to accounting, regulatory reporting and other topics relevant to professional accounting practice. Offered irregularly. *Prerequisite:* permission of accounting department.

ACCT-780 Seminar in Accounting Theory (3) Development of accounting theory. Analysis of current accounting problems and review of relevant literature. Usually offered every spring. *Prerequisite:* ACCT-547 or permission of department chair.

ACCT-797 Master's Thesis Seminar (3-6) Subject matter of the paper and scope of research are determined by the student in consultation with the appropriate graduate accounting faculty. Usually offered every term. *Prerequisite:* permission of department chair.

American Studies

Undergraduate Courses

AMST-140 Washington, D.C.: Life Inside a Monument (3) Explores the unique nature of Washington as an international city, national capital, black-American cultural center, and home for its varied residents. Discussions include tensions between federal presence and local democracy, tourism, political and cultural activities, migration and immigration, geography and the cityscape and neighborhood life. Usually offered every spring and summer.

AMST-205/AMST-205G American Dreams/American Lives 2:2 (3) Changing American ideals and experiences. An interdisciplinary study of key themes in American self-definition (e.g., equality, opportunity, the changing landscape) as articulated by theorists and as challenged by an increasingly diverse urban and technological nation. Emphasis on ordinary citizens as well as institutions. Usually offered every fall. *Prerequisite for General Education credit:* LIT-115G or HIST-115G or WGST-150G.

AMST-230/AMST-230G Tribal Traditions 2:2 (3) Cultural and spiritual traditions of tribal societies and their persistence despite Western expansion and enforced acculturation. Class activities highlight American Indian economics, political systems, and the place of language, oral literature, music, and ceremony in Indian societies. Similarities among indigenous societies of America, Africa, Asia, and the Pacific are stressed. Usually offered every fall. *Prerequisite for General Education credit:* PHIL-105G or RELG-105G.

AMST-240/AMST-240G Poverty and Culture 4:2 (3) Students explore and debate rival theories about the causes and consequences of poverty. Why poverty occurs, why certain people are poor, how poverty influences family and community life, and how the poor respond to their situation and sometimes try to change it. Usually offered every spring. *Prerequisite for General Education credit:* ANTH-150G or ECON-100G or SOCY-150G.

AMST-321 American Decades (3) Topics vary by section, may be repeated for credit with different topic. Political and economic affairs, international relations, social change, literature, drama, music, and fine and popular arts in one decade of American life. Usually offered every spring.

AMST-334 Contemporary American Culture (3) Topics vary by section, may be repeated for credit with different topic. Interdisciplinary exploration, through politics, ethnography, literature, film, and art, of institutions and attitudes with decisive influence on the shape and quality of contemporary American culture. Rotating topics include work, violence, visions of the future, the culture business, women and men, women in the popular media, and language in the United States. Usually offered every fall.

AMST-341 Research on the City of Washington (1-6) Topics vary by section, may be repeated for credit with different topic. Student group research on special topics and projects in Washington. Offered irregularly.

AMST-390 Independent Reading Course in American Studies (1-6) *Prerequisite:* permission of instructor and program director.

AMST-392 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of program director and Cooperative Education office.

AMST-400 Interpreting American Culture (4) Seminar in American Studies theory and methods. Classic, emerging, and controversial approaches to American culture through such mixed media as architecture and photography, original documents and literary criticism, folklore and foodways, television and music. Usually offered alternate springs.

AMST-410 Senior Thesis I (3) Original interdisciplinary research as a capstone to the major. Students also meet in a seminar to compare experiences and discuss ways to translate American Studies theory and method into practical and professional concerns. Usually offered every fall. *Prerequisite:* AMST-400.

AMST-411 Senior Thesis II (3) Usually offered every spring. *Prerequisite:* AMST-400.

AMST-490 Independent Study Project in American Studies (1-6) *Prerequisite:* permission of instructor, and program director.

AMST-491 Internship in American Studies (1-6) Practical experience in a local organization such as a government office, museum, arts agency, or social action group. How to translate American Studies theory and method into professional skills and opportunities. Interns also meet in a seminar to discuss and interpret these experiences. *Prerequisite:* permission of instructor and program director.

Anthropology

Undergraduate Courses

ANTH-110/ANTH-110G Culture: The Human Mirror 3:1 (3) People around the world create and use systems of symbols to express their identities as members of social groups. This course draws on diverse life-cycle experiences in tribal, state-level, and post-colonial societies to explore ways that both tradition and contact with other cultures contribute to the cultural pluralism of the contemporary world. Usually offered every term.

ANTH-150/ANTH-150G Anthropology of American Life 4:1 (3) How race, gender, class, ethnicity, age, and region affect Americans' experiences of interwoven historical, economic, political, scientific, religious, and cultural processes. Usually offered every fall.

ANTH-210/ANTH-210G Roots of Racism and Interracial Harmony 3:2 (3) Examines why racism has often characterized the relations between human groups, and compares these cases with other societies which have been nonracist. Social stratification, ideas about the nature and role of individuals, and economic factors are considered within and across cultures. The course links analysis of the past to possible social action. Usually offered every term. *Prerequisite for General Education credit:* HIST-120G or SIS-140G.

ANTH-215/ANTH-215G Sex, Gender, and Culture 3:2 (3) How economic systems, social structures, and values construct and redefine biological distinctions between women and men. Includes gender in egalitarian societies; origins and consequences of patriarchy; gay and lesbian cultures; gender, politics, and social

change. Case studies from tribal, state-level, and post-colonial contexts. Usually offered every term. *Prerequisite for General Education credit:* ANTH-110G or LIT-150G.

ANTH-220/ANTH-220G Living in Multicultural Societies 3:2 (3) Foreign trade, foreign aid, tourism, and migration establish ties between peoples and cultures in spite of political and historical divisions. Examines the effect of international migration and the growing "one-world" economy on the daily lives of peoples around the world and in the emerging multicultural urban centers in the United States. Usually offered every spring. *Prerequisite for General Education credit:* SIS-110G or SIS-140G.

ANTH-225/ANTH-225G Language and Human Experience 1:2 (3) Examines language and its contribution to creativity, and how knowledge of language enriches human experience. Includes imagery and metaphor building through language; the effects of topic, speaking situation, and gender on creativity in tribal, state-level, and post-colonial contexts; and ways written language recasts and redefines human imagination. Usually offered every fall. *Prerequisite for General Education credit:* LIT-105G or LIT-120G or PERF-115G.

ANTH-230/ANTH-230G India: Its Living Traditions 3:2 (3) The rich diversity among peoples and cultures of India through time and the significance of various traditions for contemporary life. Individual experiences of caste, class, gender, and sect are examined, as are outside influences on social patterns and modes of thought, revealing complex interplay between tradition and modernity, India and the West. Usually offered every spring. *Prerequisite for General Education credit:* ANTH-110G or RELG-185G or SOCY-110G.

ANTH-235/ANTH-235G Early America: The Buried Past 2:2 (3) An introduction to how archaeology reconstructs this country's historic past. The course looks at the way archaeologists use both artifacts and written records to tell the story of life in the seventeenth through the nineteenth centuries. Emphasis on artifact and document interpretation, architecture, consumerism, African diaspora, and early non-Anglo settlers. Usually offered every spring. *Prerequisite for General Education credit:* HIST-100G or HIST-110G.

ANTH-250/ANTH-250G Human Origins 5:2 (3) The contributions that physical anthropology and archaeology can make toward an understanding of the origins and development of humankind. Includes genetics, the principles of evolution as applied to humans, the nonhuman primates and their behavior, human fossils, and the archaeology of the New and Old Worlds. Usually offered every fall. *Prerequisite for General Education credit:* BIO-100G or BIO-110G.

ANTH-251 Perspectives in Cultural Anthropology (3) Exploration of a variety of current perspectives in cultural anthropology. The kinds of questions anthropologists ask in seeking to understand cultural variation and diverse human experience. The relevance of anthropology to life in a changing, multicultural world. Usually offered every fall.

ANTH-253 Introduction to Archaeology (3) Archaeology as a subfield of anthropology. Includes the history of archaeology, methods of archaeological excavation and analysis, the historical archaeology of seventeenth and eighteenth century America,

paleolithic archaeology in the Old World, the prehistory of North and South America, and other current discoveries and issues within the field. Usually offered every spring.

ANTH-254 Language and Culture (3) Examines connections between language, culture and society. Includes grammars as systems of knowledge; language and cognition; structure of everyday discourse; language diversity; speech communities; language change; literacy and language planning. Usually offered every spring.

ANTH-339 Culture Area Analysis (3) Topics vary by section, may be repeated for credit with different topic. Examination of a particular culture area to provide insight into the conditions that produced distinctive cultures in certain geographical regions. Rotating cultural areas include North American Indians, Latin America, Mexico and Central America, North American ethnic groups, Europe, India, Africa, China, and Japan. Meets with ANTH-639. Usually offered every term.

ANTH-350 Special Topics (3) Topics vary by section, may be repeated for credit with different topic. Cross-cultural comparison and analysis within selected culture areas. Rotating topics include cultural perspectives on sports, war and aggression, rites of passage, food and culture, rise of civilization, archaeology of the Chesapeake Bay region, North American prehistory, and historical archaeology. Offered irregularly.

ANTH-390 Independent Reading Course in Anthropology (1-6) Prerequisite: permission of instructor and department chair.

ANTH-392 Cooperative Education Field Experience (3-9) Prerequisite: permission of department chair and Cooperative Education office.

ANTH-430 Magic, Witchcraft, and Religion (3) A comparative study of magic, witchcraft, and religion in Western and non-Western societies. Includes an analysis of ritual behavior and the ritual process, mythology, sorcery, and revitalization movements. Usually offered every fall.

ANTH-431 Taboos (3) Exploration of those persons, items, experiences, and acts which so frighten and repel humans that they try to prohibit them. Includes discussion of subjects rich in taboo and sensitivity including sexuality, witchcraft, cannibalism, human-animal relations, madness, and death. Why taboos emerge, how they are enforced, and when they are violated. Usually offered alternate springs.

ANTH-445 Developments in Anthropological Theory (3) Current theory and its historic roots. A capstone course drawing on method and theory in archaeology, linguistics, sociocultural anthropology, and physical anthropology. Usually offered every fall. *Prerequisite:* junior or senior standing and anthropology major.

ANTH-450 Senior Seminar (3) Issues in description and analysis viewed from the perspective of writing ethnography. Comparative exploration of anthropological forms of writing. Relation to travel writing, diaries, and novels. Focus on problems such as audience, authority, and objectification. Attention to contemporary experimental ethnographies. Usually offered every spring. *Prerequisite:* senior standing and anthropology major.

ANTH-490 Independent Study Project in Anthropology (1-6) Prerequisite: permission of instructor and department chair.

ANTH-491 Internship in Anthropology (1-6) Experience in local agencies relating anthropological thinking to practical concerns. *Prerequisite:* permission of instructor and department chair.

ANTH-498 Senior Thesis in Anthropology (1-6) May be repeated for credit but not within the same term, for a maximum of 6 credit hours. Opportunity for qualified undergraduates to carry out anthropological research under supervision of members of the faculty. Development of a written paper and participation in senior thesis seminar are required. Usually offered every term. *Prerequisite:* permission of department chair.

Graduate and Advanced Undergraduate Courses

ANTH-060 Summer Field School: Archaeology (0) Noncredit participation in the excavation of an archaeological site. Training varies depending on the site, but usually includes site surveying, archaeological engineering, techniques of excavation, flora, fauna, and soil analysis, field laboratory practice, and on-site computer data processing. Usually offered every summer.

ANTH-531 Archaeology (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics include historical archaeology, artifact analysis, archaeology of the Potomac Valley, the archaeology of North America and Mesoamerica, and archaeological laboratory practice. Offered irregularly.

ANTH-532 Changing Culture (3) All significant ideas about the nature of human culture center on issues of cultural stability or change, and stability itself is often a result of change. As anthropology focuses on today's world, an understanding of culture change is especially important. This course explores ways to understand culture change. Usually offered every spring. *Prerequisite:* ANTH-251 and one additional course in cultural anthropology, or graduate standing.

ANTH-534 Class and Culture (3) Discussion of the way that anthropologists have used and developed the concept of class as a way to understand patterns of social inequality. The variation in relationships of class to economic, social, and political structures in different societies and how class experiences and struggles influence and are influenced by the cultural norms and values in different social systems. Offered irregularly. *Prerequisite:* ANTH-251 and one other course in cultural/social anthropology, or permission of instructor.

ANTH-535 Ethnicity and Nationalism (3) Ethnicity has become a universal means for groups to defend their interests, avoid alienation, and create powerful rituals of self-preservation and defense. This course examines ways that groups in complex societies and new nations use ethnicity and nationalism to express and enact community and identity, similarity and difference, peaceful social relations, warfare, and genocide. Offered irregularly. *Prerequisite:* one course in social or cultural anthropology.

ANTH-537 Topics in Language and Culture (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics in comparative perspectives on the interrelationships of cultural and linguistic patterns in different societies. Case studies focus on language variation and pluralism as related to verbal creativity, social hierarchies, gender diversity, language history, and colonialism and nation building. Usually offered alternate

summers. *Prerequisite:* one course in anthropology or linguistics, or permission of instructor.

ANTH-541 Anthropology and State Policy (3) This course traces shifting relationships among governments, anthropologists, and ordinary people. Readings and class discussions explore the rise of "applied" anthropology as part of the processes of colonialism and capital accumulation. Also covered are colonial encounters, immigration and internment, neocolonialism, and structural adjustment. Usually offered every fall.

ANTH-542 Reinventing Applied Anthropology (3) Explores efforts to build an applied anthropology which advances popular struggles for economic freedom, human rights, and social justice while maintaining a critique of state power. The course also examines how such work engages conventional approaches to research, publication, and career advancement, and suggests pathways to alternative anthropological careers. Usually offered every spring.

ANTH-543 Anthropology of Development (3) Anthropological approaches to the analysis of economic development and change, with attention both to development theory and to practice. Development problems as perceived at the local level, contemporary development concerns, and the organization of development agencies and projects are considered. Usually offered every fall.

ANTH-544 Topics in Public Anthropology (3) Topics vary by section, may be repeated for credit with different topic. The application of anthropological method and theory to solving problems in contemporary society. Rotating topics include inequality and change in education, health, culture and illness, public archaeology, and anthropology of human rights. Usually offered every spring.

ANTH-550 Ethnographic Field Methods (3) Using a series of research exercises, students learn how to collect genealogies, gather censuses of research populations, conduct directed and nondirected interviews, map research areas, work with photographic data, collect life histories, observe as participants, write research proposals, and evaluate data. Ethical and methodological fieldwork problems are stressed throughout. Usually offered alternate falls.

ANTH-552 Anthropological Research Methods (3) An introduction to research methods used within the field of anthropology, including ethnography, the distinctive tool of the field. Includes research design, data collection, quantitative and qualitative analysis. Ethics and pragmatics of research are discussed, including research funding and proposal writing. Usually offered every spring. *Prerequisite:* two courses in anthropology, or graduate standing.

ANTH-560 Summer Field School: Archaeology (3-9) Topics vary by section, may be repeated for credit with the same topic. Active participation in the excavation of an archaeological site. Training varies depending on the site, but usually includes site surveying, archaeological engineering, techniques of excavation, flora, fauna, and soil analysis, field laboratory practice, and on-site computer data processing. Usually offered every summer.

ANTH-590 Independent Reading Course in Anthropology (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

ANTH-631 Foundations of Social and Cultural Anthropology (3) A graduate-level overview of both the history of cultural and social theories and methods and the contemporary concerns of anthropology. Usually required of all incoming graduate students; consult the department chair. Usually offered every fall.

ANTH-632 Contemporary Theory: Culture, Power, History (3) This course addresses developments and debates in anthropology over the last three decades, looking at how central concerns in anthropology are recast over time, as well as how new concerns emerge with new theory. The course grounds the central concept of culture in analyses that emphasize its relationship to historical process as well as class, race, and gender, and the use and abuse of the culture concept in struggles for identity, dominance, and liberation. Usually offered every spring.

ANTH-634 Foundations of Archaeology (3) This course considers archaeology as a culturally-specific enterprise that is tightly integrated with other aspects of our modern-day, western materialist, capitalist system. Includes a review of archaeological theory, how archaeology creates knowledge about the past, and the context in which archaeological theory and practice developed. Reviews basic concepts about time, space, and material culture, and explores different theoretical currents: culture historical, processual, post-processual, feminist, and contemporary theory. Usually offered every fall.

ANTH-635 Race, Gender and Social Justice (3) This seminar explores the disjunction between biological myths of race and gender and their social construction as credible institutions; the historical, economic, and political roots of inequalities; the institutions and ideologies that buttress and challenge power relations; and the implications of social science teaching and research for understanding social class, race, and gender discrimination. Issues of advocacy for social change are also explored. Usually offered every spring. *Prerequisite:* permission of instructor.

ANTH-637 Discourse, Text and Voice (3) This seminar reviews current approaches to studies of narrative, life stories, and conversation, and the insights into social location, ideology, and claims to power which such studies disclose. Usually offered every spring. *Prerequisite:* graduate standing in anthropology and ANTH-631; or graduate standing in the TESOL master's program and 6 graduate credit hours in linguistics; or permission of instructor.

ANTH-639 Culture Area Analysis (3) Topics vary by section, may be repeated for credit with different topic. Examinations of particular culture areas to provide insight into the conditions that produced distinctive cultures in certain geographical regions. Cultural areas include North American Indians, Latin America, Mexico and Central America, North American ethnic groups, American culture and society, Europe, India, Africa, China, and Japan. Meets with ANTH-339. Usually offered every term.

ANTH-640 Current Issues in Anthropology (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics include issues such as cultural construction of gender,

transformations in U.S. anthropology, and militarism and state violence. Usually offered every term.

ANTH-690 Independent Study Project in Anthropology (1-6) *Prerequisite:* permission of instructor and department chair.

ANTH-691 Internship in Anthropology (1-6) Experience in local agencies relating anthropological thinking to practical concerns. *Prerequisite:* permission of instructor and department chair.

ANTH-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

ANTH-797 Master's Thesis Seminar (1-6) Usually offered every term.

ANTH-799 Doctoral Dissertation Seminar (1-24) Usually offered every term.

Art History

Undergraduate Courses

ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3) Examines artistic monuments from the paleolithic through medieval periods, including the religious, philosophical, and social forces that shaped them. Considers Egyptian, Cretan, Greek, Roman, Judaic, and Christian art and architecture from early basilicas through French Gothic cathedrals. Develops analytic tools for understanding art in history. Usually offered every term.

ARTH-101 European Art: Renaissance to the Present (3) An illustrated introduction to architecture, sculpture, and painting in the Western world from 1400 to the present. Usually offered every spring. *Note:* ARTH-100 is recommended but not required.

ARTH-105/ARTH-105G Art: The Historical Experience 1:1 (3) An introduction to works of art in historical context. Western art from prehistory to the present with in-depth study of such major architectural monuments as the Parthenon, Chartres Cathedral, St. Peter's in Rome, and such artists as Michelangelo, Raphael, El Greco, Gentileschi, Rembrandt, the French Impressionists, and Picasso. Usually offered every term.

ARTH-200 Art and Architecture in Rome (3) A survey of western art and architecture as exemplified in Roman museums, churches, palaces, and archaeological sites. Offered only in Rome. Usually offered every term.

ARTH-205/ARTH-205G Art of the Renaissance 2:2 (3) Architecture, sculpture, painting, and prints of Renaissance Italy and Northern Europe. Considers the interplay of art with philosophy, theology, and social change, and examines the artistic legacy and rich creative achievements of a culture inspired by classical antiquity. Usually offered every spring. *Prerequisite for General Education credit:* ARTH-100G or HIST-110G or RELG-105G.

ARTH-210/ARTH-210G Modern Art: Nineteenth and Twentieth Centuries 1:2 (3) An introduction to the art of the modern period. Presents in cultural and historical contexts the work of major artists such as David, Goya, Delacroix, Monet, Van Gogh, Cézanne, Picasso, Matisse, Duchamp, Pollock, and many others. Emphasizes what is unique about modern art and the expanding conception of creative expression in our era.

Usually offered every term. *Prerequisite for General Education credit:* ARTS-100G or ARTH-105G or COMM-105G or PERF-110G.

ARTH-215/ARTH-215G Architecture: Washington and the World I:2 (3) Appreciation of our architectural heritage and a study of its history through the great buildings of Washington. Monuments such as the White House and the Capitol are studied in relation to structures from which they have evolved. Students obtain a knowledge of building traditions of Washington, the United States, and the Western world. Usually offered once a year. *Prerequisite for General Education credit:* ARTH-105G or COMM-105G.

ARTH-300 Baroque Art (3) Study of art and architecture during the Baroque Age, beginning with the Counter-Reformation movement, continuing to the advent of the Neo-Classical. Emphasis will be placed on the Italian roots of this style which later spread throughout Europe. Offered only in Rome. Usually offered every spring. *Prerequisite:* ARTH-101 or ARTH-105.

ARTH-302 Roman Art (3) Art and architecture of Rome from the republic through the Empire. Offered in Rome. *Prerequisite:* ARTH-100 or ARTH-105.

ARTH-303 Medieval Art (3) A survey of Medieval art covering Early Christian, Byzantine, Romanesque, and Gothic developments in architecture, painting, and sculpture. Usually offered alternate years. *Prerequisite:* ARTH-100 or ARTH-105.

ARTH-308 Gothic Art (3) Architecture, painting, sculpture, manuscript illuminations, and stained glass from the twelfth to the fifteenth century in Europe. Meets with ARTH-608. Offered irregularly. *Prerequisite:* ARTH-100 or ARTH-105 or ARTH-303.

ARTH-309, ARTH-310 Museum Studies and the Arts Seminar I (4), II (4) Takes students behind the scenes at cultural institutions, attending presentations by professionals in the museum and arts world. Students are introduced to the key issues and concerns in the field of museology and the arts. Includes connoisseurship and collecting, aesthetic judgements, conservation and preservation, managing not-for-profits, art law and intellectual property and a wide variety of other issues. Usually offered every spring. *Prerequisite:* admission to Washington Semester program.

ARTH-331 Visual Arts in the United States to 1890 (3) Developments in portraiture, landscape, and genre painting from the early Colonial period to the end of the nineteenth century. Approaches to art historical analysis and relationships between American and European art. Emphasis on major artists such as Copley, Peale, Cole, Church, Eakins, Homer, Whistler, and Cassatt, and on the Hudson River School, Luminism, sentimental painting and quilting, Tonalism, and Neoclassical and Beaux Arts sculpture. Meets with ARTH-631. Usually offered alternate falls. *Prerequisite:* ARTH-101 or ARTH-105 or permission of instructor.

ARTH-332 Visual Arts in the United States: 1890 to 1945 (3) Ideas of "modernism" through both realistic and abstract developments. Approaches to art historical analysis and relationships between American, European, and Mexican art. Emphasis on the Ashcan School, the Stieglitz and Arensberg circles, Precisionism,

the Harlem Renaissance, Regionalism and Social Realism, and the continuity of abstract interests. Focuses on major artists such as Sloan, Bellows, Dove, Hartley, Stieglitz, O'Keeffe, Demuth, Sheeler, Benton, Wood, Curry, Lozowick, Hopper, Shahn, Rivera, Kahlo, Orozco and Davis, as well as significant art critics and dealers. Meets with ARTH-632. Usually offered alternate springs. *Prerequisite:* ARTH-101 or ARTH-105 or permission of instructor.

ARTH-333 Visual Arts since 1945 (3) Addresses the art of the United States with some attention to European and Latin American artists. Covers major artists and art movements such as Abstract Expressionism, Pop, Minimalism, Photorealism, Neo-Expressionism, and also performance art, feminist art, multiculturalism and protest art, and recent issues related to public art, arts funding, and censorship. Usually offered alternate falls. *Prerequisite:* ARTH-101 or ARTH-105, ARTH-210, or equivalent.

ARTH-390 Independent Reading Course in Art History (1-6) *Prerequisite:* permission of instructor and department chair.

ARTH-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

ARTH-490 Independent Study Project in Art History (1-6) *Prerequisite:* permission of instructor and department chair.

ARTH-491 Internship (3) *Prerequisite:* permission of instructor and department chair.

ARTH-492 Internship in Museum Studies and the Arts (4) A two-day-a-week internship at a Washington cultural organization. Academic requirements include a journal of the internship experience and an organizational case study of the organization. Possible sites of placements include private museums and galleries, performing arts centers, auction houses, the Smithsonian, arts magazines and newspapers, and managerial offices of not-for-profits. Usually offered every spring. *Prerequisite:* admission to Washington Semester program.

Graduate and Advanced Undergraduate Courses

ARTH-500 Approaches to Art History (3) Reading, discussion, and written work based on subjects such as style, iconography, semiotics, the art museum, and social, psychological and feminist approaches. Attention to critical interpretation and writing research papers. Usually offered once each year. *Prerequisite:* four art history courses or graduate standing.

ARTH-508 Painting: Rococo through Impressionism (3) Counter-Rococo currents in the late eighteenth century, including neoclassicism and proto-Romanticism, with a detailed study of David and Goya; French Romanticism in the art of Géricault and Delacroix; romantic landscape painting with emphasis on Turner, Constable, Friedrich, Corot, and the Barbizon School; the realism of Courbet; Manet and Degas; and Monet and the French Impressionists. Usually offered alternate years. *Prerequisite:* two art history courses including ARTH-101 or ARTH-105, or equivalent.

ARTH-510 Painting: Post-Impressionism to Expressionism (3) Reactions to Impressionism in the 1880s and 1890s in France and elsewhere in Europe. Emphasis on the art of Seurat and the Neo-Impressionists, Cézanne, Gauguin and the Symbolists, and

Van Gogh. Also studied are Toulouse-Lautrec, Bonnard, Vuillard, Munch, Ensor, and Klimt. Art Nouveau and Expressionism are considered as Post-Impressionist phenomena, and their effect on the early work of Matisse and Picasso is assessed. Usually offered once a year. *Prerequisite*: two art history courses including ARTH-101 or ARTH-105, or equivalent.

ARTH-511 Painting: Cubism through Surrealism (3) Analyzes the development of Cubism in the art of Picasso and Braque, Sonia and Robert Delaunay, and the Italian Futurists. Also studied are the non-objective styles of Kandinsky and Mondrian, and the Dada and Surrealist movements, with emphasis on Duchamp, Miró, and Picasso. American art since 1945 and its roots in traditions of European modernism are also considered. Usually offered once a year. *Prerequisite*: ARTH-101 or ARTH-105, or equivalent.

ARTH-513 Renaissance Painting: Fourteenth and Fifteenth Centuries (3) Developments in Italian cities such as Florence, Siena and Venice in the fourteenth and fifteenth centuries, including the classical revival, narrative, linear perspective, and the role of social and theoretical factors in the practice of art. Consideration of form and iconography in the art of major figures such as Giotto, Duccio, Masaccio, Piero della Francesca, Botticelli and Giovanni Bellini. Usually offered once a year. *Prerequisite*: two art history courses including ARTH-101 or ARTH-105, or equivalent.

ARTH-514 Renaissance Painting: Sixteenth Century (3) Development of High Renaissance, Mannerist, and Baroque styles in sixteenth-century Italy. Major artistic personalities, such as Leonardo da Vinci, Michelangelo, Raphael, Giorgione, and Titian are emphasized. Consideration of the rise in the social status of artists, the emergence of the concept of artistic genius, and the growing phenomena of women artists. Usually offered once a year. *Prerequisite*: two art history courses including ARTH-101 or ARTH-105, or equivalent.

ARTH-520 Seminar in Art History (3) May be repeated for credit with different topic. Reports and critical discussion of research papers. Usually offered every term. *Prerequisite*: six art history courses or permission of instructor.

ARTH-590 Independent Reading Course in Art History (1-6) *Prerequisite*: permission of instructor and department chair.

Graduate Courses

Note: 600-level courses generally meet with 300-level courses. Registration at the 600 level implies graduate-level assignments and higher expectations regarding performance.

ARTH-608 Gothic Art (3) Architecture, painting, sculpture, manuscript illuminations, and stained glass from the twelfth to the fifteenth century in Europe. Meets with ARTH-308. Offered irregularly. *Prerequisite*: ARTH-100 or ARTH-105 or ARTH-303.

ARTH-631 Visual Arts in the United States to 1890 (3) Developments in portraiture, landscape, and genre painting from the early Colonial period to the end of the nineteenth century. Approaches to art historical analysis and relationships between American and European art. Emphasis on major artists such as Copley, Peale, Cole, Church, Eakins, Homer, Whistler, and Cassatt, and on the Hudson River School, Luminism, sentimental

painting and quiltmaking, Tonalism, and Neoclassical and Beaux Arts sculpture. Meets with ARTH-331. Usually offered alternate falls. *Prerequisite*: ARTH-101 or ARTH-105, or permission of instructor.

ARTH-632 Visual Arts in the United States: 1890 to 1945 (3) Ideas of "modernism" through both realistic and abstract developments. Approaches to art historical analysis and relationships between American, European, and Mexican art. Emphasis on the Ashcan School, the Stieglitz and Arensberg circles, Precisionism, the Harlem Renaissance, Regionalism and Social Realism, and the continuity of abstract interests. Focuses on major artists such as Sloan, Bellows, Dove, Hartley, Stieglitz, O'Keeffe, Demuth, Sheeler, Benton, Wood, Curry, Lozowick, Hopper, Shahn, Rivera, Kahlo, Orozco and Davis, as well as significant art critics and dealers. Meets with ARTH-332. Usually offered alternate springs. *Prerequisite*: ARTH-101 or ARTH-105, or permission of instructor.

ARTH-633 Visual Arts since 1945 (3) Addresses the art of the United States with some attention to European and Latin American artists. covers major artists and art movements such as Abstract Expressionism, Pop, Minimalism, Photorealism, Neo-Expressionism, and also performance art, feminist art, multiculturalism and protest art, and recent issues related to public art, arts funding, and censorship. Usually offered alternate falls. *Prerequisite*: ARTH-101 or ARTH-105, ARTH-210, or equivalent.

ARTH-690 Independent Study Project in Art History (1-6) *Prerequisite*: permission of instructor and department chair.

ARTH-691 Internship (3-6) *Prerequisite*: permission of instructor and department chair.

ARTH-692 Cooperative Education Field Experience (3-6) *Prerequisite*: permission of department chair and Cooperative Education office.

ARTH-792 Research Seminar in Art History (3) May be repeated for credit with different topic. Seminar topic is normally from one of the following areas: Renaissance art, Baroque and Rococo art, nineteenth-century art, twentieth-century art, American art and architecture, or from thematic or conceptual categories such as landscape or gender. M.A. thesis-option papers originate from this course. Usually offered every term. *Prerequisite*: M.A. in Art History candidates with permission of department chair.

ARTH-793 Directed Research in Art History (3) Must be in a field listed under ARTH-792, but not in field covered in ARTH-792 that semester. Usually offered every term. *Prerequisite*: M.A. in Art History candidates with 12 hours of graduate art history with a B average or better and permission of department chair.

Art: Studio and Design

Undergraduate Courses

ARTS-100/ARTS-100G Art: The Studio Experience 1:1 (3) Studio work in painting, drawing, design, and sculpture, focusing on the interrelationship of hand, eye, and mind in creating expressive works of art. Lectures, critiques, and museum visits relate ba-

sic visual language to analytic and creative processes of the artist. Usually offered every term.

ARTS-205/ARTS-205G Drawing: Responding to Vision 1:2 (3) Studio drawing course. Drawing from direct observation as a tool of discovery and as a process of analyzing vision. Students employ traditional materials and techniques to explore questions of form and expression presented through introductory lectures and demonstrations. Class critiques and museum assignments expand possibilities for individual development. Usually offered every term. *Prerequisite for General Education credit:* ARTS-100G or COMM-105G.

ARTS-210/ARTS-210G Painting: Color, Form, Expression 1:2 (3) Studio painting course. Problems in form and expression presented through studio work, slide lectures, and demonstrations. Students learn the language of painting, its structure, and its potential for personal expression. Critical sensibilities are developed through museum visits and individual and group critiques. Usually offered every term. *Prerequisite for General Education credit:* ARTS-100G or ARTH-105G.

ARTS-215/ARTS-215G Sculpture: Form and Expression in 3-D 1:2 (3) Clay sculpting from a model as a tool in learning to see. Students master the fundamental studio skills, become conversant with the art of the past, and begin to develop a personal vision. Slide lectures, demonstrations, and museum assignments augment the studio class work. Usually offered every term. *Prerequisite for General Education credit:* ARTS-100G or ARTH-105G.

ARTS-220/ARTS-220G Design: Color Theory and Practice 1:2 (3) This studio course uses paint and color samples to develop a refined perception of the world. Students study the theory, visual properties, and psychological and physiological effects of color. Class exercises explore formal aspects of color and use them expressively to communicate ideas. Usually offered every term. *Prerequisite for General Education credit:* ARTS-100G or COMM-105G.

ARTS-225/ARTS-225G Design: Form, Space, Vision 1:2 (3) A studio design course integrating materials, visual principles and the design process to solve graphic communication problems. Students develop a fluency in visual language to form a basis of aesthetic judgment and develop a method of analysis and inquiry which underlies creative thinking. Studio practice combines with class critiques and museum visits. Usually offered every term. *Prerequisite for General Education credit:* ARTS-100G or PERF-115G.

ARTS-230 Structural Drawing (3) An introductory studio course in freehand perspective and structural analysis of form. The class investigates the interaction of "seeing" and "knowing." Exercises progress from drawing simple geometric objects to more complex forms in architecture and nature. Study includes traditional and alternative perspective systems, proportion and tonal rendering. Usually offered every fall.

ARTS-300 The Italian Sketchbook (3) Using Italy as a source of inspiration, this course allows the student to perfect sketchbook techniques in both drawing and watercolor. The subject matter includes landscapes, architectural forms, and three-dimensional figures. The course is held on-site in Rome and throughout Italy

and also entails a literary component. Offered only in Rome. Usually offered every term. *Prerequisite:* ARTS-205.

ARTS-310 The History of Graphic Design (3) Graphic images have been used from prehistory to the computer age. A lecture-and-studio format presents the historical background for the graphic arts of calligraphy, typography, book design, mapping, diagramming, and illustration. Emphasis on the relationship of these applied arts to the fine arts, technology, and social history of the period as well as on the application of this visual language to contemporary design problems. Usually offered every fall. *Prerequisite:* general art survey or permission of department.

ARTS-320 Creative Painting (3) May be repeated for credit but not in the same term. Studies in color, composition, and drawing from still life and figure. Individually assigned projects. Usually offered every term. *Prerequisite:* ARTS-210 or equivalent.

ARTS-340 Sculpture (3) May be repeated for credit but not in the same term. Problems and principles of sculpture. Acquaintance with tools, techniques, and materials for plastic expression. Usually offered every term. *Prerequisite:* ARTS-205 or ARTS-215.

ARTS-344 Ceramics (3) May be repeated for credit but not in the same term. Basic principles of working with clay. Instruction both in wheel and in other methods of making pottery. Usually offered every term.

ARTS-348 Design Techniques I (3) Concentration on the development of technical skills, creative thinking, and basic organizational and presentation processes. Usually offered every term. *Prerequisite:* ARTS-225 or permission of instructor.

ARTS-349 Design: Computer Graphics I (3) Enables students to use the computer as a tool in the process of solving design problems. The concentration of the class is geared towards proficiency in using desktop publishing and illustration programs. Usually offered every term. *Prerequisite:* ARTS-350 (may be taken concurrently) or permission of instructor.

ARTS-350 Typography: Theory and Practice (3) Theory and analysis of letter forms as design and symbol. Study of type faces, arrangement, and setting. Usually offered every fall. *Prerequisite:* ARTS-348 (may be taken concurrently).

ARTS-351 Design Techniques II (3) Exploration of advanced typographic problems, information organization and project development and presentation. Usually offered every term. *Prerequisite:* ARTS-349 and ARTS-350.

ARTS-353 Typography: Color and Design (3) An exploration of structure, space, and color in visual communications through the study of type faces and the arrangement of words. Usually offered every term. *Prerequisite:* ARTS-350.

ARTS-354 Production for Graphic Designers (3) An introduction to the technical procedures that translate graphic design from an idea to a printed piece. Includes development of comprehensive sketches, preparation of mechanicals, paper and ink selection, color separation, and printing procedures. Lecture, studio projects, and local field trips. Usually offered every fall and summer. *Prerequisite:* ARTS-349 or permission of department.

ARTS-355 Design: Computer Graphics II (3) An intermediate class that explores the use of type and image through Quark Xpress, Adobe Illustrator, and Adobe Photoshop. Includes scan-

ning and manipulation of photographic and illustrative images with typographic forms and integration of appropriate software packages to solve specific graphic design problems. Usually offered every term. *Prerequisite:* ARTS-349 or permission of department.

ARTS-356 Advanced Design I (3) Concentration on the research, design and production of a complex design project. Emphasis on professional organizational and presentation skills. Includes corporate identity, environmental graphics, advertising, promotional and multimedia design. Usually offered every fall. *Prerequisite:* ARTS-351 or permission of department.

ARTS-357 Advanced Design II (3) Practical consideration and execution of complex design problems involving previous design training and preparation of portfolios. Usually offered every spring. *Prerequisite:* ARTS-356 or permission of department.

ARTS-359 Illustration (3) Basic black-and-white illustration techniques including representational drawing and pictograms. Emphasis is on adaptation of illustration to reproduction. Usually offered every spring. *Prerequisite:* ARTS-348 or permission of instructor.

ARTS-360 Drawing (3) May be repeated for credit but not in the same term. Structural drawing from the human figure. Movement, expression, range of techniques and media. Usually offered every term. *Prerequisite:* ARTS-205 or equivalent.

ARTS-363 Introduction to Printmaking (3) May be repeated for credit but not in the same term. An introduction to basic printmaking processes. Emphasis on the effect of different processes on imagery, visual thinking and individual development. Usually offered every fall. *Prerequisite:* ARTS-205 or equivalent.

ARTS-364 Printmaking: Woodcut and Surface Print (3) May be repeated for credit but not in the same term. Woodcut and relief print as media of creative expression. Emphasis on experimentation and control. Usually offered every term. *Prerequisite:* ARTS-205 or equivalent.

ARTS-390 Independent Reading Course in Art (1-6) *Prerequisite:* permission of instructor and department chair.

ARTS-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

ARTS-490 Independent Study Project in Art (1-6) *Prerequisite:* permission of instructor and department chair.

ARTS-491 Internship (3) *Prerequisite:* permission of instructor and department chair.

Graduate and Advanced Undergraduate Courses

ARTS-520 Techniques of Etching (3) May be repeated for credit but not in the same term. Investigation of etching and its various techniques. Usually offered every term. *Prerequisite:* two courses in drawing.

ARTS-560 Drawing (3) May be repeated for credit but not in the same term. Experiments in the creative and expressive qualities of drawing. Personal creative expression. Usually offered every term. *Prerequisite:* admission to graduate program in fine arts or permission of instructor.

ARTS-590 Independent Reading Course in Art (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

ARTS-690 Independent Study Project in Art (1-6) *Prerequisite:* permission of instructor and department chair.

ARTS-691 Internship (3) *Prerequisite:* permission of instructor and department chair.

ARTS-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

ARTS-700 Criticism of Painting (3) A theoretical and philosophical consideration of painting. Detailed analysis of artistic works. Lecture and slides. Usually offered every spring. *Prerequisite:* admission to graduate program in fine arts or permission of instructor.

ARTS-792 Art Laboratory: Painting (3) May be repeated for credit but not in the same term. Intensive investigation of ideas and techniques in painting. Emphasis on experimentation leading to development of individual style. Usually offered every term. *Prerequisite:* admission to graduate program in fine arts or permission of instructor.

ARTS-793 Art Laboratory: Sculpture (3) May be repeated for credit but not in the same term. Intensive investigation of sculpture with emphasis on experimentation leading to individual style. Usually offered every term. *Prerequisite:* admission to graduate program in fine arts or permission of instructor.

ARTS-795 Art Laboratory: Printmaking (3) May be repeated for credit but not in the same term. Intensive investigation of printmaking with emphasis on experimentation leading to individual style. *Prerequisite:* admission to graduate program in fine arts or permission of instructor.

ARTS-797 Master's Thesis Seminar (3-9) Independent work toward the thesis, with regular critiques and discussion. Consult the department for registration and participation requirements. Usually offered every term. *Prerequisite:* M.F.A. candidate with permission of department chair.

Audio Technology

Undergraduate Courses

ATEC-101 Fundamentals of Audio Technology (3) Anatomy of audio components; generation, transmission, and detection of sound; properties of sound; electricity and magnetism with applications to transducers, preamplifiers, amplifiers, tuners, and tape decks; electromagnetic waves, AM, FM, and PM modulation; and elements of AM and FM tuners. Usually offered every fall. *Prerequisite:* permission of instructor.

ATEC-102 Audio Technology Laboratory (1) Experiments to accompany ATEC-101 are performed weekly on loudspeaker directivity, amplifier frequency response, amplifier power output, tape recorder frequency response, wow and flutter, and distortion measurements. Usually offered every fall. *Prerequisite:* permission of instructor.

ATEC-210 Sound Synthesis I (3) Principles and practice of analog and digital sound synthesis. Includes basic recording techniques, effects processing, waveform synthesis methods, event timing, and microprocessor fundamentals. Emphasis on the technology and lexicon of creating electronic music. Laboratory com-

ponent for application of multitrack recording techniques, additive, subtractive, and modulated synthesis with an introduction to MIDI. Usually offered every fall. *Prerequisite:* ATEC-101 or permission of instructor.

ATEC-220 Sound Synthesis II (3) Continuation of ATEC-210. Waveform synthesis algorithms, sequencer programming, time code synchronization, multi-track composition, complex event design, programming, and system architecture. Provides a systems-oriented understanding of integrated technologies and techniques involving analog, digital, hybrid, and computer-based synthesizer composition. Includes laboratory component for application of tape effects, signal processing, analog and digital sequencing, synchronization techniques, sampling, MIDI networks, and intermediate-level synthesizer programming. Usually offered every spring. *Prerequisite:* ATEC-210.

ATEC-305 Acoustics (3) Properties of sound, speech and music, reflection and diffraction. Open-air theaters, sound-absorptive materials and special constructions, and principles of room acoustics and design. Noise control, reduction of air-borne and solid-borne noise, and control of noise in ventilating systems, sound-amplification systems, and auditoriums. Usually offered alternate springs. *Prerequisite:* PHYS-205.

ATEC-312 Electronics I (3) Fundamentals of basic analog electronic components and circuits. Components examined include: resistors, capacitors, inductors, rectifiers, transformers, triodes, and transistors. Quantities examined include: voltage, resistance, current, inductance, capacitance, reactance, and impedance. Circuit analysis involves application of Ohm's Law and Kirchhoff's rules. Circuits include: DC, AC, tuned, rectifier, and simple amplifying circuits. Usually offered every fall. *Prerequisite:* ATEC-101; PHYS-205 (or PHYS-210).

ATEC-313 Electronics II (3) Continuation of analog electronics with an introduction to switching circuits and the fundamentals of digital electronics (TTL and diode logic). Components include semiconductor devices, operational amplifiers, ICs, D/A and A/D converters. Circuits include: multiple transistor amplifiers, transistor switching, oscillators, gates, and flip-flops. Usually offered every spring. *Prerequisite:* ATEC-312.

ATEC-322 Electronics Laboratory I (2) Experiments to accompany ATEC-312. Experiments include: DC circuits, resistance, capacitance, inductance, AC circuits, rectifiers, vacuum tubes, transistors, and amplifying circuits. Usually offered every fall. *Prerequisite:* ATEC-312, which may be taken concurrently.

ATEC-323 Electronics Laboratory II (2) Experiments to accompany ATEC-313. Experiments include: transistor characteristics, multiple transistor amplifiers, operational amplifiers, oscillators, gates, flip-flops, D/A and A/D conversion, and circuits using ICs. Usually offered every spring. *Prerequisite:* ATEC-313, which may be taken concurrently.

ATEC-390 Independent Reading Course in Audio Technology (1-6) *Prerequisite:* permission of instructor and program director.

ATEC-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of program director and Cooperative Education office.

ATEC-410 Sound Studio Techniques and Practice (3) Multitrack recording techniques as applied to professional sound systems. Studio consoles, magnetic tape recording, signal-processing equipment, room acoustics, noise reduction systems, multitrack recorder alignment, and test equipment. Usually offered every fall. *Prerequisite:* junior standing and permission of instructor.

ATEC-420 Advanced Sound-Studio Techniques (3) Studio set-up, microphone placement, acoustic theory, console patchbay theory and practice, signal processing devices, equalizers, and limiters. Students participate in a recording session in which the set-up and the operation are individually assigned and evaluated. Usually offered every spring. *Prerequisite:* ATEC-410.

ATEC-490 Independent Study Project in Audio Technology (1-6) *Prerequisite:* permission of instructor and program director.

ATEC-491 Internship (1-6) *Prerequisite:* permission of instructor and program director.

Graduate and Advanced Undergraduate Courses

ATEC-500 Microelectronics (4) An introduction to modern digital audio systems, with emphasis on the relevant principles of digital electronics. Primary subjects are logic circuits, microcomputer architecture, and microprocessor programming. Also includes converter and codec design and use, and coding systems. The course reviews number systems and introduces spreadsheet modelling and simple C programming. Laboratory work consists of simple circuit analysis and design and exercises in logical modelling. Usually offered alternate falls. *Prerequisite:* ATEC-313 and ATEC-323. *Note:* MATH-211 or MATH-221 is recommended.

ATEC-501 Digital Electronics (4) A continuation of ATEC-500, with emphasis on the theory and principles of the digital audio signal. Primary subjects are digital filter design and implementation, DSP (Digital Signal Processing) and programming for DSP. Includes an introduction to transform methods and signal analysis techniques. Application considerations include storage and transmission technologies and digital audio workstation design and use. Laboratory work consists of DSP hardware interfacing and programming, and quantitative signal and discrete system analysis. Usually offered alternate springs. *Prerequisite:* ATEC-500.

ATEC-507 Digital Audio Workstation I (3) An introduction to digital audio workstations. Includes I/O editing, mixing, synchronization, integration with other audio equipment, file management, and ear training. Usually offered every fall. *Prerequisite:* ATEC-420 or permission of the program director.

ATEC-508 Digital Audio Workstation II (3) Continuation of ATEC-507. Includes CD premastering, advanced editing, advanced mixing, and integration with MIDI. Usually offered every spring. *Prerequisite:* ATEC-507.

Biology

Undergraduate Courses

BIO-100/BIO-100G Great Experiments in Biology 5:1 (3) The core of biology is the scientific experiment. This course, through lecture and laboratory, focuses on some classic experiments that introduce students to the modern study of biology and scientific method. Experiments include the molecular basis of mutation, separation of complex biologically important molecules, and the construction of demographic tables. Usually offered every term. *Prerequisite:* completion of the University Mathematics Requirement, or concurrent enrollment in MATH-170 or MATH-211 or STAT-202.

BIO-110/BIO-110G General Biology 15:1 (4) An in-depth introduction and exploration of the study of life from atoms, molecules, and organelles to the cellular levels of organization. Emphasis on cell structure and function, energetics and metabolism, the gene, molecular genetics, and evolution. The laboratory component introduces the scientific method and experimentation through the study of microbes, plants and animals. Usually offered every term. *Prerequisite:* completion of the University Mathematics Requirement or concurrent enrollment in MATH-170 or MATH-211 or MATH-221.

BIO-200/BIO-200G Structure and Function of the Human Body 5:2 (3) The human organism as a paradigm for biological organization. The relationship between structure and function of organ systems. Disease processes in the context of normal physiology; social concerns from a biological perspective. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G.

BIO-210/BIO-210G General Biology II 5:2 (4) An exploration of the origins of planet Earth and life. Emphasis on the organismal and higher levels of biological organization. The diversity of life through a survey of the three domains, various kingdoms and their phylogenetic relationships. The form and function of plants and animals. A consideration of the interrelationships between organisms and environment. The laboratory component explores the diversity of life at the organismal and higher levels of biological organization. Studies include form and function of plants and animals, dissection of the rat, and selected systems. Usually offered every term. *Prerequisite:* BIO-110. *Prerequisite for General Education credit:* BIO-110G.

BIO-220/BIO-220G The Case for Evolution 5:2 (3) What is evolution, how and why does it occur, and what does it tell us about the world around us? This course reviews the process of evolution from the initial organic soup that existed some four billion years ago to the relatively recent emergence of humans. It investigates why species change over time, both in their individual characteristics and their relative abundance, and examines how cultural and technological advances are influencing the current and future biological evolution of humans. Usually offered every term. *Prerequisite for General Education credit:* BIO-110G or BIO-100G or PSYC-115G.

BIO-240/BIO-240G Oceanography 5:2 (3) The study of the sea from a global perspective. Emphasis on chemical and physical oceanography as it affects life in the seas and the world econo-

mies. Includes origin of the oceans, basic navigation, marine geography, plate tectonics, heat budgets, climatology, meteorology, winds, currents, waves, tides, productivity, and fisheries. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or CHEM-100G or CHEM-110G or PHYS-100G or PHYS-105G or PHYS-110G.

BIO-250/BIO-250G Living in the Environment 5:2 (3) Focuses on key principles that govern how nature works and applies them to possible solutions to environmental problems. Includes energy flow and nutrient cycling through ecosystems, properties of natural communities, human population dynamics, resource conservation and management, the meaning of pollution, and environmental ethics. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or CHEM-100G or CHEM-110G.

BIO-300 Cell Biology with Laboratory (4) Integrated study of structure and function of eucaryotic cells, emphasizing their ultrastructure, biochemistry, and physiology. Lab consists of biological buffers, protein and DNA analysis, histology and enzyme kinetics. Usually offered every fall. *Prerequisite:* BIO-210 and CHEM-210.

BIO-340 Marine Biology (3) Biology of marine organisms from a global perspective. Influence of geology, geography, currents, tides, waves, winds, salinity, and other parameters on the distribution of marine organisms. Plankton, nekton, infauna, epifauna, rocky shores, coral reefs, estuaries, beaches, and other environments. Marine ecology. Exercises using living and preserved marine invertebrates and fishes. Weekend field trips may be required. Usually offered alternate springs. *Prerequisite:* BIO-210, or BIO-240 and permission of the instructor.

BIO-356 Genetics with Laboratory (5) Basic genetic principles as revealed by classical and modern research methods. Patterns of gene transmission; gene structure, function, interactions, and mutation; chromosomal aberrations; nonchromosomal inheritance; biochemical genetics; and population genetics. Experiments illustrating basic genetic concepts, using materials from corn, drosophila, and humans. Usually offered every spring. *Prerequisite:* BIO-300 or permission of instructor.

BIO-390 Independent Reading Course in Biology (1-6) *Prerequisite:* permission of instructor and department chair.

BIO-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

BIO-404 Biology of Plants with Laboratory (4) An in-depth survey of plant structure and function, with emphasis on photosynthesis, development, physiology, and evolution. Usually offered alternate springs. *Prerequisite:* BIO-210 and CHEM-210.

BIO-410 Invertebrate Zoology with Laboratory (4) Structure, evolution, and physiology of invertebrate animals, including protozoans. Emphasis on helminths and other parasites, medically significant arthropods, and taxa of significance in aquatic biology. Laboratory emphasizes variety of taxa over types. Usually offered alternate falls. *Prerequisite:* BIO-210.

BIO-423 Introduction to Ecology (3) Fundamental principles of ecology, with emphasis on the interaction of organisms and their environment at the level of individuals, populations, and

communities, including energy flow through and nutrient cycling within ecosystems. Application of ecological principles to current environmental issues. Usually offered every spring. *Prerequisite:* BIO-210; calculus or statistics course is highly recommended.

BIO-434 Vertebrate Anatomy with Laboratory (4) Examination of the function, development, and evolutionary history of anatomical structures within vertebrates. Lectures and laboratory work include systematic and comparative analysis of different vertebrate species. Laboratory illustrates anatomical features in lower and higher vertebrates. Usually offered alternate falls. *Prerequisite:* BIO-210 and BIO-300, or permission of instructor.

BIO-435 Vertebrate Physiology with Laboratory (4) Properties and physiology of vertebrate organ systems are explored. Laboratory illustrates selected physiological principles and encourages scientific inquiry. Usually offered alternate falls. *Prerequisite:* BIO-300 or permission of instructor.

BIO-440 Microbiology with Laboratory (4) Introductory survey of the protists (with emphasis on bacteria): their morphology, physiology, metabolism, growth, and destruction, and their role in human welfare as agents of disease and environmental change. Laboratory techniques of straining, cultivation, isolation, and identification of microbes, with emphasis on bacteria. Experiments on physiology, metabolism, and physical-chemical effects on growth and death of microbes. Usually offered every fall. *Prerequisite:* BIO-300 and CHEM-310.

BIO-490 Independent Study Project in Biology (1-6) *Prerequisite:* permission of instructor and department chair.

BIO-491 Internship (1-4) *Prerequisite:* permission of instructor and department chair.

BIO-497 Senior Honors Thesis I (3) Student designed original laboratory or field research project. Usually offered every term. *Prerequisite:* Senior standing, honors program, permission of department.

BIO-498 Senior Honors Thesis II (3) Completion of student designed original laboratory or field research project. Results both written as scientific paper(s) and presented in departmental seminar. Usually offered every term. *Prerequisite:* BIO-497.

BIO-499 Senior Seminar in Biology (3) This seminar, required of all senior biology majors, challenges students to examine unifying principles of biology. Different subjects are presented in discussions, through faculty and guest speakers, readings, and individual student presentations. Usually offered every spring. *Prerequisite:* senior biology majors.

Graduate and Advanced Undergraduate Courses

BIO-500 Advanced General Microbiology (3) Structure and functional anatomy of prokaryotic cell walls and membranes; bacterial phototrophs, autotrophs, heterotrophs, their main pathways of degradative and synthetic metabolism; mechanisms of prokaryotic genetic exchange; and regulation of gene expression. Offered irregularly. *Prerequisite:* BIO-440.

BIO-501 Mechanisms of Pathogenesis (3) Infectious diseases of humans with emphasis on bacterial pathogens and the biology of the causative agents. Host-pathogens and the biology of causative agents. Host-parasite relationships, pathogenesis, immunol-

ogy, and epidemiology are studied. Usually offered alternate falls (odd years). *Prerequisite:* BIO-440 or graduate standing.

BIO-505 Introduction to Neurobiology (3) A general introduction to basic neuroanatomy and neurophysiology, with discussions of current issues in neuroscience. Intended for advanced undergraduates in biology or psychology pursuing a natural-science curriculum, and for graduate students in biology and psychology. Usually offered alternate springs (even years). *Prerequisite:* BIO-300 or graduate standing.

BIO-541 Cellular Immunology (3) Current concepts of the immune response at the cellular level. Structure and function of the T-lymphocyte, B-lymphocyte, macrophages, and ancillary cells. Theories of antibody diversity and the cellular basis of immunoglobulin formation. Cellular aspects of immunologic tolerance, hypersensitivity, surveillance, and clinical immunology. Review of the current literature. Usually offered alternate falls (odd years). *Prerequisite:* BIO-300 or graduate standing.

BIO-550 Developmental Biology (3) The descriptive morphology, physiology, biochemistry, genetics, and molecular biology of the developmental processes in a variety of organisms. Usually offered alternate falls (even years). *Prerequisite:* BIO-300, undergraduates must take BIO-551 concurrently.

BIO-551 Developmental Biology Laboratory (1) Training in embryo manipulation and study of prepared microscopic slides in order to illustrate developmental concepts. Usually offered alternate falls (even years). *Prerequisite:* BIO-300 and concurrent registration in BIO-550.

BIO-562 Aquatic Field Methods (3) Biological, chemical, and physical analysis of freshwater habitats such as springs, streams, and lakes. Students participate in several weekend field trips to conduct group projects and learn skills for geographic survey, chemical and physical examinations of water quality, rapid bioassessment protocols, taxonomic identification of aquatic flora and fauna, and statistical data analysis and presentation of results. Usually offered alternate falls (odd years). *Prerequisite:* BIO-423 and MATH-221 or STAT-202, or graduate standing in biology or environmental science, or permission of instructor.

BIO-563 Terrestrial Field Methods (3) Biological, chemical, and physical analysis of terrestrial habitats of the Eastern deciduous forest. Students participate in several weekend field trips to conduct group projects and learn skills for geographic survey of terrain using GPS, chemical and physical examinations of soil quality, field sampling techniques of flora and fauna, taxonomic identification of forest flora and fauna, and statistical data analysis and presentation of results. Usually offered alternate falls (even years). *Prerequisite:* BIO-423 and MATH-221 or STAT-202, or graduate standing in biology or environmental science, or permission of instructor.

BIO-566 Evolutionary Mechanisms (3) The genetic composition of populations and the theory and principles of natural selection. Species formation and differentiation in Darwinian and neo-Darwinian theory. Evolution above the species level and current evolutionary concepts (such as sociobiology and catastrophe theory) are also considered. Usually offered alternate falls (odd years). *Prerequisite:* BIO-356.

BIO-567 Evolutionary Ecology (3) The ecology of organisms is made clear in the context of evolution and the study of evolution is greatly enriched by an understanding of the ecological circumstances in which evolution occurs. This course focuses on the interface between the two and the mathematical models involved. Offered irregularly. *Prerequisite:* BIO-423 and MATH-221.

BIO-577 Special Topics in Developmental Biology (1-4) Topics vary by section, may be repeated for credit with different topic. Current research topics such as nuclear-cytoplasmic interactions, cell surface in development, developmental aspects of carcinogenesis, and gene expression in development. Offered irregularly. *Prerequisite:* BIO-550 or equivalent, and permission of instructor.

BIO-579 Topics in Evolutionary Biology (1-4) Topics vary by section, may be repeated for credit with different topic. Current research topics such as molecular evolution, biochemical approaches to evolution, mathematical modeling of evolutionary processes, and the interaction of genetics, developmental biology, ecology and evolutionary biology. Offered irregularly. *Prerequisite:* permission of instructor.

BIO-583 Molecular Biology (3) An in-depth study of gene structure and expression. Concepts are described and illustrated further with examples and discussion of classic and current papers from the scientific literature. Includes DNA, RNA and protein synthesis, regulation of gene expression in prokaryotes and eucaryotes, nucleic acid structure, RNA processing, DNA binding proteins and transcription factors, oncogenes, transformation, mutations, DNA repair and recombination. Usually offered every spring. *Prerequisite:* BIO-356, CHEM-560 is recommended.

BIO-590 Independent Reading Course in Biology (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

BIO-690 Independent Study Project in Biology (1-6) *Prerequisite:* permission of instructor and department chair.

BIO-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

BIO-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

BIO-697 Research Methodology in Biology (3) Basic scientific research skills necessary for experimental design, data analysis, literature critiques, and disseminating results. Includes techniques for literature research, scientific writing including thesis proposal preparation, the use of statistical packages, and the preparation of an oral presentation for a thesis defense, seminar, or professional meeting. Usually offered every fall. *Prerequisite:* graduate standing in biology.

BIO-790 Biology Literature Research (1-6) Students conduct a literature search on some aspect of the biological sciences under the direction of their guidance committee, culminating in the submission of a review paper. Usually offered every term. *Prerequisite:* M.A. candidate in biology.

BIO-797 Master's Thesis Research (1-6) *Prerequisite:* M.S. candidate in biology.

Chemistry

Undergraduate Courses

CHEM-100/CHEM-100G The Molecular World 5:1 (3) A general introduction to chemistry leading to biochemistry and the chemistry of life. Study of the composition of materials, their structures and properties, related energy conversions, and the use of molecular genetic information. Questions of scientific inquiry and the scientific method in cultural and historical contexts are considered. Usually offered every term. *Prerequisite:* completion of the University Mathematics Requirement or concurrent enrollment in a mathematics or statistics course that has MATH-15x Finite Mathematics as a prerequisite.

CHEM-110/CHEM-110G General Chemistry I 5:1 (4) A general introduction to chemistry: the scientific method; atomic structure; stoichiometry and chemical reactions; heat changes; electronic structure of atoms; molecular geometry; and liquid, solid, gas, and solution chemistry. Provides a sound basis in concepts, vocabulary, and analytical problem solving. Related laboratory work covers the scientific method, measurements using scientific apparatuses, collection and manipulation of data, error analysis, and illustration of scientific principles. Usually offered every term. *Prerequisite:* completion of the University Mathematics Requirement or concurrent enrollment in a mathematics or statistics course that has MATH-15x Finite Mathematics as a prerequisite.

CHEM-200/CHEM-200G Human Biochemistry and Health 5:2 (3) Biochemical principles of health and fitness examined by considering the structures, functions, and energetics of the molecules found in human beings. Description of molecular and practical aspects of personal health and nutrition with emphasis on weight control, fitness, and optimal athletic performance. Discussion of drugs, the biotechnological revolution, and genetic engineering as they apply to exercise and health. Usually offered every spring. *Prerequisite for General Education credit:* CHEM-100G or CHEM-110G or BIO-100G or BIO-110G or PSYC-115G.

CHEM-210/CHEM-210G General Chemistry II 5:2 (4) Oxidation-reduction reactions, reaction rates, equilibrium and its relation to thermodynamics, acid-base chemistry and its practical applications, electrochemistry, molecular bonding theory, and nuclear chemistry. Related laboratory work covers titration techniques, spectroscopic analysis, kinetics experiments, and introduction to qualitative and quantitative analysis. Usually offered every spring. *Prerequisite:* CHEM-110. *Prerequisite for General Education credit:* CHEM-110G.

CHEM-220/CHEM-220G Environmental Resources and Energy 5:2 (3) General discussion of the chemistry of our environment, including description of the ideal unpolluted environment and a historic view of pollution. Classes and interactions of pollutants with the environment are described. Emphasis is placed on understanding the chemistry of pollutants and how they affect our quality of life. Usually offered every term. *Prerequisite for General Education credit:* CHEM-100G or CHEM-110G or BIO-100G or BIO-110G or PHYS-100G or PHYS-105G.

CHEM-230/CHEM-230G Earth Sciences 5:2 (3) Combines geology, geophysics, and geochemistry in describing the evolution of our planet, the deep structure of the earth, its plate tectonic evolution, and interaction of the crust with the hydrosphere, biosphere, and atmosphere. Occasional laboratory demonstrations and field trips. Usually offered every term. *Prerequisite for General Education credit:* CHEM-100G or CHEM-110G or PHYS-100G or PHYS-105G or PHYS-110G.

CHEM-310 Organic Chemistry I (3) Systematic treatment of hydrocarbons, alkyl halides, alcohols, carbonyl compounds, acids, and their derivatives. Ionic and free radical reactions and stereochemistry. Usually offered every fall. *Prerequisite:* CHEM-210. Must be taken concurrently with CHEM-312.

CHEM-312 Organic Chemistry I Laboratory (1) Laboratory theory and practice in synthesis, separation, and purification of organic compounds. Introduction to separation techniques including thin-layer, column, and gas chromatography. Usually offered every fall. *Prerequisite:* Must be taken concurrently with CHEM-310.

CHEM-320 Organic Chemistry II (3) Aliphatic and aromatic compounds and electrophilic substitution; spectral methods; and nitrogen compounds and their derivatives. Introduction to polyfunctional compounds including amino acids, carbohydrates, lipids, and nucleic acids. Usually offered every spring. *Prerequisite:* CHEM-310; must be taken concurrently with CHEM-322.

CHEM-322 Organic Chemistry II Laboratory (1) Multistep syntheses; synthesis of polyfunctional compounds; introduction to infrared and nuclear magnetic resonance spectra; qualitative organic analysis. Usually offered every spring. *Prerequisite:* must be taken concurrently with CHEM-320.

CHEM-350 Quantitative Analysis (3) Theory of acid-base, complexation, precipitation, and redox equilibria; volumetric and gravimetric analyses; separations; statistical analysis of data; separation and analysis of complex mixtures. Usually offered alternate falls. *Prerequisite:* CHEM-210 and MATH-221; must be taken concurrently with CHEM-351.

CHEM-351 Quantitative Analysis Laboratory (2) Practice in classical analytical methods of analysis, including precipitation titrations and gravimetric analysis; neutralization titrations and potentiometric methods; oxidation, reduction, and complex formation titrations; and electrochemical methods. Computer-assisted statistical analysis of data. Usually offered alternate falls. *Prerequisite:* must be taken concurrently with CHEM-350.

CHEM-390 Independent Reading Course in Chemistry (1-6) *Prerequisite:* permission of instructor and department chair.

CHEM-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and the Cooperative Education office.

CHEM-398 Honors: Junior Year (1-3) Independent chemical laboratory research project under the direction of a faculty advisor. Progress reports may be required at the discretion of the advisor. Usually offered every fall. *Prerequisite:* CHEM-320/CHEM-322, and permission of department chair and university honors director.

CHEM-399 Honors: Junior Year (1-3) See description of CHEM-398. Usually offered every spring. *Prerequisite:*

CHEM-320/CHEM-322, concurrent registration in CHEM-507, a grade of B or better in CHEM-398 if taken, and permission of department chair and university honors director.

CHEM-401 Geology (3) Study of the interior and exterior of the earth and how it works. Focus is on the processes that shape the earth's surface: weathering, mass-wasting, water, wind, glaciers, and plate tectonics. The evolution of the earth including the impact of earthquakes, rock deformation, and landscape evolution. The import of the need for energy and mineral resources is also considered. Usually offered every third semester. *Prerequisite:* CHEM-110.

CHEM-410 Biophysical Chemistry (3) This physical chemistry course provides an introduction to quantum mechanics, statistical mechanics, thermodynamics, and kinetics applied to biological systems by using examples from the life sciences. Usually offered alternate falls. *Prerequisite:* CHEM-210 and MATH-221.

CHEM-411 Biophysical Chemistry Laboratory (1) Experiments illustrate practical applications of physical chemistry to biochemical and biological systems. Usually offered alternate falls. *Prerequisite:* must be taken concurrently with CHEM-410.

CHEM-460 Instrumental Analysis (3) Theory of optical and electroanalytical methods, including spectrophotometry, fluorometry, spectrography, and flame and atomic spectroscopy, ion-selective electrodes, polarography; amperometry; mass spectrometry; chromatography; electronics; radiometric techniques; isotope dilution; and neutron activation analysis. Analysis of errors. Usually offered alternate springs. *Prerequisite:* CHEM-320 and MATH-222, must be taken concurrently with CHEM-461.

CHEM-461 Instrumental Analysis Laboratory (2) Practice in methods of instrumental analysis including atomic absorption and emission spectroscopy; gas and high pressure liquid chromatography; nuclear magnetic resonance, ultraviolet, visible, infrared, and fluorescence spectroscopy; and measurements with ion selective electrodes. Usually offered alternate springs. *Prerequisite:* must be taken concurrently with CHEM-460.

CHEM-490 Independent Study Project in Chemistry (1-6) *Prerequisite:* permission of instructor and department chair.

CHEM-491 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

CHEM-498 Honors: Senior Year (1-3) See description of CHEM-398. Usually offered every fall. *Prerequisite:* CHEM-420, CHEM-460, a grade of B or better in CHEM-399 if taken, and permission of department chair and university honors director.

CHEM-499 Honors: Senior Year (1-3) See description of CHEM-398. A senior thesis must be written and the results of research presented at a departmental seminar. Usually offered every spring. *Prerequisite:* CHEM-498 with a grade of B or better if taken, prior or concurrent registration in CHEM-507, and permission of department chair and university honors director.

Graduate and Advanced Undergraduate Courses

CHEM-501 Principles of Analytical Chemistry (3) For beginning graduate students. Spectroscopic and chromatographic techniques, electrochemistry, and data treatment. Usually offered

alternate springs. *Prerequisite:* organic chemistry and quantitative analysis.

CHEM-506 Human Physiological Chemistry (3) Cell structure, structures and functions of amino acids, peptides, and proteins. Characteristics of blood, hemoglobin, and enzymes. Central metabolism and bioenergetics. Neurotransmission and muscle contraction. Metabolism of carbohydrates, fatty acids, lipids, and amino acids. Hormonal regulation. Experiments coordinated with the lectures. Does not fulfill requirements in either chemistry or biology degree programs. Usually offered every spring. *Prerequisite:* a year of general chemistry.

CHEM-507 Chemical Literature (1) Abstracts, journals, patents, and other sources. Practice in conducting library and on-line computer literature searches. Occasional laboratory sessions. Usually offered every spring. *Prerequisite:* organic chemistry.

CHEM-508 Human Biochemistry Laboratory (1) Experiments related to clinical analysis of human biochemicals. Examines personal blood components, buffers, antacids, digestion, practical statistics, determination of blood hemoglobin, colorimetry, bioluminescence, enzymes, oral glucose tolerance testing, insulin, diabetes, hypoglycemia, determination of blood HDL cholesterol, lipoproteins, and heart disease. Usually offered every spring. *Prerequisite:* CHEM-560 and CHEM-561 (may be taken concurrently).

CHEM-510 Advanced Physical Chemistry (3) Advanced physical chemistry course covering quantum chemistry, molecular spectroscopy, group theory, and modern physical chemistry research topics. Usually offered alternate springs. *Prerequisite:* CHEM-410 and MATH-223.

CHEM-511 Advanced Physical Chemistry Laboratory (2) Experiments in quantum chemistry, spectroscopy, and physical chemical methods. Usually offered alternate springs. *Prerequisite:* must be taken concurrently with CHEM-510.

CHEM-520 Advanced Organic Chemistry I (3) Principles of physical organic chemistry. Bonding and conformational analysis; nucleophilic substitution at carbon; elimination and addition reactions; carbene chemistry; and cycloaddition reactions. Usually offered every fall. *Prerequisite:* organic and physical chemistry.

CHEM-521 Advanced Organic Chemistry II (3) Synthetic and mechanistic aspects of the chemistry of carbonyl compounds. Acylations, alkylations, and other condensations; oxidation and reduction reactions. Application of orbital symmetry correlations to organic reactions. Usually offered every spring.

CHEM-522 Interpretation of Spectra (3) Practical interpretation of ultraviolet, infrared, nuclear magnetic resonance, and mass spectra for organic chemists and biochemists. Elucidation of structures and kinetic processes. Usually offered every fall.

CHEM-546 Thermodynamics and Statistical Mechanics (3) Macroscopic and microscopic theories of the properties and interactions of molecules: laws of thermodynamics; phase transitions; solutions; colligative properties; ionic solutions and polyelectrolytes; statistical thermodynamics; quantum statistics. Usually offered alternate years. *Prerequisite:* physical chemistry

CHEM-550 Advanced Inorganic Chemistry (3) Electronic structure of atoms, periodic trends, bonding and structure of covalent

compounds, electronegativity, bonding and structure of coordination complexes, acids and bases, organometallic chemistry, and bioinorganic chemistry. Usually offered every fall. *Prerequisite:* physical chemistry

CHEM-551 Topics in Inorganic Chemistry (3) Molecular symmetry, transition metal spectra, mechanisms of inorganic reactions, boron chemistry, organometallic chemistry, inorganic polymers, bioinorganic chemistry, and energy conversion. Usually offered alternate springs.

CHEM-552 Inorganic Chemistry Laboratory (1) An introduction to classical inorganic chemical syntheses, purification methods and analyses. Techniques utilized in the identification of compounds include Fourier transform infrared, ultra violet and visible, ^1H nuclear magnetic resonance and mass spectroscopies and magnetic susceptibility measurements. Some synthetic procedures utilize an inert atmosphere approach. Usually offered alternate falls. *Prerequisite:* organic chemistry laboratory.

CHEM-560 Biochemistry I (3) Water and hydrogen bonding. Structures and functions of amino acids, peptides, proteins, and nucleic acids. Introduction to molecular genetics and genetic engineering. Hemoglobin, allostery, and sickle-cell anemia. Enzyme kinetics and mechanisms. Enzyme evolution and regulation. Protein activation in digestion, blood clotting, and the immune response. Membrane structures and functions. Metabolic principles, bioenergetics, and glycolysis. Usually offered every fall. *Prerequisite:* one year of organic chemistry.

CHEM-561 Biochemistry II (3) Mitochondrial compartmentation and functions, Krebs cycle, electron transport, and oxidative phosphorylation. Mitochondrial pumps and membrane transport. Metabolic pathways and hormonal regulation. Further consideration of DNA organization, replication, mutation, repair, expression, and movement. Viruses. Immunoglobulin structure and diversity. Biotechnological methods. Usually offered every spring. *Prerequisite:* CHEM-560.

CHEM-564 Topics in Carbohydrate Chemistry (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics cover the chemistry, biological roles, and technology of mono-, oligo-, and poly-saccharides, and glycoconjugates. Includes structure elucidation, stereochemistry, synthesis, biosynthesis, macromolecular conformation, nutritional aspects, and paper and textile technology. Alternate years cover simple sugars and complex carbohydrates. Usually offered every spring. *Prerequisite:* organic chemistry.

CHEM-570 Computers in Chemistry (3) Introduction to applications of computers in chemistry. Applications include statistical analysis of data, simulation and modeling. Algorithms, flow charts, and programming in Pascal. Use of on-line and optical disk chemical information data bases. Occasional laboratory sessions. Usually offered every summer. *Prerequisite:* organic chemistry.

CHEM-590 Independent Reading Course in Chemistry (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

CHEM-601 Research Seminar in Chemistry (1-3) Topics vary by section, may be repeated for credit. Various topics in advanced chemistry with contents selected according to need and the chem-

ical subdisciplines. Concentrates on research design and implementation. Usually offered every term.

CHEM-610 Advanced Analytical Chemistry (3) Modern techniques, including ion-selective electrodes, fluorescence and phosphorescence analysis, atomic absorption spectrometry, far infrared spectroscopy, nuclear magnetic resonance, microwave spectroscopy, nuclear quadrupole spectroscopy, electron and photoelectron spectroscopy, neutron activation analysis, and the use of computers. Usually offered alternate falls. *Prerequisite:* physical chemistry.

CHEM-618 Special Topics in Analytical Chemistry (3) Topics vary by section, may be repeated for credit with different topic. Presentation of topics in current research activity. Usually offered alternate springs.

CHEM-628 Special Topics in Organic Chemistry (3) Topics vary by section, may be repeated for credit with different topic. Topics include polysaccharides and other complex carbohydrates, monosaccharides, major groups of natural products, and physical organic chemistry. Usually offered alternate springs.

CHEM-642 Chemical Kinetics (3) Phenomenological and theoretical descriptions of the rates of chemical reactions; simple and complex mechanisms; fast reactions; flow systems; pharmacokinetics; catalysis; chain reactions and explosions; autocatalytic and oscillating reactions; chaos. Usually offered alternate years. *Prerequisite:* physical chemistry.

CHEM-670 Principles of Pharmacology (3) Basic principles including absorption, distribution, biotransformation and excretion of drugs. Structure-activity relationships and physical and chemical properties of drugs are discussed. Comparative pharmacology, and therapeutic and toxicological drug effects also are included. Usually offered alternate springs. *Prerequisite:* biochemistry, organic chemistry, physiology, or permission of instructor.

CHEM-671 Principles of Toxicology (3) Basic principles of how chemicals, drugs, and natural products alter biological systems. Mechanisms and conditions under which harmful effects may occur are emphasized. Also considered are biological and chemical factors that influence toxicity; routes of administration; experimental design; special tests; statistical analysis of data; extrapolation of animal data to man; and regulatory aspects of toxicology. Usually offered alternate falls. *Prerequisite:* organic chemistry.

CHEM-680 Chemical Mutagens and Carcinogens (3) Metabolic activation and deactivation, and mechanisms of action of polycyclic aromatic hydrocarbons, aromatic amines, azo and N-nitroso compounds, nitro aromatics, natural products, and alkylating agents. Short-term testing methods. Usually offered alternate springs. *Prerequisite:* CHEM-561; CHEM-671 is recommended.

CHEM-682 Toxicological Testing (3) A survey of the principal methods used to assess the toxicity of chemicals, covering acute and chronic tests using animals and short-term in vitro alternatives that are being developed. The scientific basis of and limitations of each test are examined. Genetic toxicology is a special focus. Usually offered alternate springs. *Prerequisite:* CHEM-671 or permission of instructor.

CHEM-690 Independent Study Project in Chemistry (1-6) *Prerequisite:* permission of instructor and department chair.

CHEM-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and the Cooperative Education office.

CHEM-700 Seminar in Chemistry (1) Preparation and presentation of a paper of professional quality. Usually offered every fall and spring. *Prerequisite:* CHEM-507 and 12 graduate credit hours in chemistry.

CHEM-751 Research Seminar in Toxicology and Biochemistry (3) Topics vary by section, may be repeated for credit with different topic. Students deliver oral and written reports on various topics in contemporary toxicology, covering biological and chemical mechanisms of action of toxicants, testing methodology, and societal issues. Usually offered every spring.

CHEM-797 Master's Thesis Research (1-6)

CHEM-799 Doctoral Dissertation Research (1-20)

Communication

Note: The program track or tracks of each undergraduate professional course are noted in the course descriptions below: (BJ) Broadcast Journalism, (PJ) Print Journalism, (PC) Public Communication, (VM) Visual Media. Communication and Media Studies courses are identified by (MS). Communication and Media Studies courses approved for print and broadcast journalism majors are identified by (JMS).

Undergraduate Courses

COMM-105/COMM-105G Visual Literacy 1:1 (3) Introduces students to ways of understanding visual images in a variety of contexts: art, media (including film, photography, television, graphic design), and drawing. Students learn about aesthetics as well as the production aspects of visual images; they discover intuitive dimensions of seeing as well as the major influence of culture on visual symbols and constructs. Usually offered every term.

COMM-110 National Forensics Institute Academic Advantage (1-2) A summer residential program in speech or debate for high school students. In addition to their work in the forensics institute, students undertake an additional, individualized course of study designed and supervised by institute faculty and coaches. In speech, students may pursue original oratory, Lincoln-Douglas debate, extemporaneous speaking, dramatic interpretation, humorous interpretation, and student congress. In debate, students prepare for the following academic year's national high school debate resolution. *Prerequisite:* permission of director of Summer Programs.

COMM-200 Writing for Mass Communication (3) (BJ, PJ, PC, VM) A course stressing basic writing techniques for informing a mass audience. Intensive practice in writing for mass media. Required of all school majors. Usually offered every term. *Prerequisite:* completion of College Writing and English Competency requirement and permission of school.

COMM-205/COMM-205G Understanding Mass Media 4:2 (3) Building on students' individual and collective experiences of mass media (print, film, radio, and television), this course ana-

lyzes American media institutions: their development, fundamental purpose, and structure; the economic and political controls they face; and their effect on us as individuals. Usually offered every term. *Prerequisite for General Education credit:* GOVT-110G or PSYC-105G or SOCY-100G.

COMM-209 Communication and Society (3) The central role communication processes play in human life and society, with consideration of the practical ramifications as well as the theoretical implications of communication. Communication process issues involving gender, race, culture, ethnicity, class, and conflict and power are also analyzed. Usually offered every term. *Prerequisite:* sophomore standing.

COMM-210 Presentational Speaking (3) Analysis, organization, and delivery of effective speeches. Strategies of audience analysis, researching issues, overcoming stage fright, managing visual aids, refining persuasive message development, mastering nonverbal communication, with video-taped feedback for a variety of speeches. Usually offered every spring. *Prerequisite:* admission to University Honors program and permission of University Honors director. *Note:* students may not receive credit for both COMM-210 and COMM-310.

COMM-270/COMM-270G How the News Media Shape History 2:2 (3) The impact that the print and broadcast news media have had on America. The role and value of a free press, always powerful and usually responsible. How radical writers helped start the American Revolution to how today's reporters influence contemporary political events. Usually offered every term. *Prerequisite for General Education credit:* HIST-100G or GOVT-105G.

COMM-275/COMM-275G Dissident Media: Voices from the Underground 4:2 (3) The evolution and impact of alternative media as forces for social change. How dissident groups have used non-establishment media such as suffragist and Socialist journals, African-American and gay presses, counterculture tabloids, Christian-right newsletters, and the "zines" of the 1990s to organize and bring about reform. Also examines the power of communication, the interplay between media and society, and the complex role of politically dissident media in American history. Usually offered every term. *Prerequisite for General Education credit:* GOVT-110G or SOCY-100G or JLS-100G or WGST-125G.

COMM-280/COMM-280G Contemporary Media in a Global Society 3:2 (3) An exploration of the relationship between international communication and foreign policy, with an emphasis on the traditions, practices, legal aspects, government controls, and attitudes in various countries and their impact on freedom of thought and expression. Usually offered every fall. *Prerequisite for General Education credit:* SIS-105G or GOVT-130G.

COMM-300 Interpersonal Communication (3) Principles of interpersonal communication: communication models and systems; the role of perception in communication; verbal and non-verbal message elements; and communication barriers, breakdowns, and methods of improvement. Classroom exercises in interviewing techniques, small-group problem solving, and public speaking. Usually offered every term. *Prerequisite:*

COMM-200, COMM-301 (may be taken concurrently), COMM-205 and public communication major.

COMM-301 Public Relations (3) (PC) The nature and practice of public relations in organizations. Employee relations, media relations, community relations, and relations with other publics. Usually offered every term. *Prerequisite:* COMM-200.

COMM-310 Public Speaking (3) (PC) Principles of effective speaking. Practice in preparing and presenting several types of public address. Usually offered every term. *Prerequisite:* permission of the school; COMM-300 is required for public communication majors and recommended for all students. *Note:* students may not receive credit for both COMM-310 and COMM-210.

COMM-320 Reporting (3) (BJ, PJ) Fundamentals of news gathering, news writing, and news judgment for all media; study of news sources, fieldwork, research, and interview techniques. Usually offered every term. *Prerequisite:* COMM-200, COMM-205 and sophomore standing.

COMM-322 Editorial Policies and Methods (3) (PJ) Instruction and practice in editing. Copy editing, wire editing, and editorial judgment, headline writing, and newspaper design and layout. Usually offered every term. *Prerequisite:* COMM-200, COMM-320 and journalism major.

COMM-323 Computer Techniques for Communication Studies (3) Combines training in computer skills necessary for modern communication professionals with readings and discussions geared toward critical analysis of new media technologies. Course covers use of Internet, basic computer-assisted research and reporting skills, computer-based communication, basic use of databases and spreadsheets, and the changing role of media in society. Usually offered every term. *Prerequisite:* COMM-200 and COMM-205.

COMM-325 Feature Article Writing (3) (PJ) Study of feature articles for newspapers, syndicates, magazines, and specialized publications; practice in research, interviewing, and writing, marketing and publication of articles. Usually offered every term. *Prerequisite:* COMM-200, COMM-205 and COMM-320.

COMM-326 Sports Journalism (3) The history of sports coverage and current issues in major sports. Examines legal, ethical and social aspects including contract law, the relationship between hometown news media and local teams, women in sports, and the lure of sports heroes in a changing society. Usually offered every spring. *Prerequisite:* COMM-200.

COMM-327 The Presidency, the Press, and Public Opinion (3) The evolution of the presidency in an age of advanced media technology. How contemporary presidents are compelled to be effective communicators and skillful masters of the "bully pulpit" to mobilize public opinion and provide moral leadership. The relationship between the presidency and the press. The impact of their mutual, yet uniquely adversarial dependency on popular attitudes, and the affect on the national political environment and international affairs. Usually offered every fall.

COMM-330 Basic Photography (3) (VM, PJ, PC) Introduction to basic technical and aesthetic principles of photography, from loading film into a 35mm camera to developing and printing final images. Students practice basic black and white laboratory work and basic color slide analog and digital utilization. Meets

with COMM-630. Usually offered every term. *Prerequisite:* COMM-105 or ARTS-100, and visual media, graphic design, or multimedia design and development major.

COMM-331 Basic Visual Media Production (3) (VM) Fundamental technical and aesthetic considerations involved in visual media production. Through projects in audiotape, 35mm slides, and small format video that are critiqued in class, students learn the principles and procedures of sound recording and editing, cinematography, editing visual images, and preproduction planning. Meets with COMM-631. Usually offered every term. *Prerequisite:* COMM-105, sophomore standing, and visual media major.

COMM-333 Fundamentals of TV and VTR (3) (BJ) Procedures and techniques used in producing television news in the field and in the studio. Students are introduced to basics of lighting, audio techniques, video graphics, camera operations, field production, and videotape editing. Laboratory. Usually offered every term. *Prerequisite:* COMM-200, COMM-320 and journalism major.

COMM-350 Basic Digital Imaging (3) Students become proficient in utilizing paint software, specifically Photoshop's basic painting, selection and retouching tools. They also become familiar with basic layers, channels and composing options in the most current formats, and utilize the Digital Lab for their assignments. Usually offered every term. *Prerequisite:* COMM-330.

COMM-352 Fundamentals of Multimedia (3) An introduction to current developments in communication and production. Students are exposed to the basics of all current multimedia applications, from ATM and the World Wide Web to digital effects and virtual reality. Usually offered every spring. *Prerequisite:* COMM-350.

COMM-385 Broadcast Journalism I (3) (BJ) Writing, reporting, and editing news for radio. Production of minidocumentary. Laboratory. Usually offered every term. *Prerequisite:* COMM-320 and journalism major.

COMM-390 Independent Reading Course in Communication (1-6) *Prerequisite:* permission of instructor and division director.

COMM-391 Internship (3) *Prerequisite:* junior standing and permission of school.

COMM-392 Cooperative Education Field Experience (3) *Prerequisite:* permission of division director and Cooperative Education office.

COMM-401 Legal Aspects of Communication (3) (MS) Current legal problems. Theory of controls in journalism, visual communication, television, and radio. Libel suits, copyrights, and infringement. No previous knowledge of law required. Usually offered every term. *Prerequisite:* permission of the school.

COMM-425 Advanced Reporting (3) (PJ) Students are introduced to the various reporting techniques involved in writing about local and federal governmental operations. Students write local and federal government news stories. Usually offered every term. *Prerequisite:* COMM-320 and journalism major.

COMM-428 Broadcast Journalism II (3) (BJ) Writing, reporting, editing, and producing news for television. Production of television field reports and newscasts on closed circuit television. Laboratory. Usually offered every term. *Prerequisite:*

COMM-333, COMM-385, concurrent registration in COMM-432, and journalism major.

COMM-432 Television Field Reporting (3) (BJ) Advanced television news production. Students write, tape, edit, and produce field reports and a television minidocumentary. Usually offered every term. *Prerequisite:* COMM-333, COMM-385, concurrent registration in COMM-428, and journalism major.

COMM-433 Broadcast Delivery (3) (BJ) Concentrated analysis of and training in the delivery of news on radio and television. All facets of broadcast news styles and performance are examined and developed. Obstacles to effective communication of news by the voice are identified, and remedies are attempted. Meets with COMM-633. Usually offered every spring. *Prerequisite:* journalism major.

COMM-434 Location Production: Film and Video (3) (VM) May be repeated for credit with different topic (film or video). Teaches 16mm silent and small-format video location production. Emphasis is on planning, treatment and shot scripting, development of scene and character, location lighting, refinements of continuity, location sound recording, and visual design. Usually offered every term. *Prerequisite:* COMM-330, COMM-331, and visual media or multimedia major.

COMM-435 Introduction to Studio Television (3) (VM) A hands-on laboratory course to teach basic studio operation and production skills, including directing, lighting, crewing, engineering, and production planning. Students are required to work on a variety of studio formats. Usually offered every term. *Prerequisite:* COMM-105 and visual media major.

COMM-437 Public Relations Media (3) (PC) Principles and practice in the major forms of media used in public relations: news releases, broadcast publicity and public service announcements, planning and publicity for special events, feature stories, house publications, and institutional advertising. Usually offered every term. *Prerequisite:* COMM-200, COMM-205, COMM-301, and public communication major.

COMM-438 Production Practicum (1) Topics vary by section, may be repeated for credit with different topic. Provides students with skills training in a variety of media production areas. Topics include non-linear editing, digital post production, location sound production, studio sound production and mixing, location lighting techniques, cinematography, digital authoring, and coding. *Prerequisite:* COMM-434 or permission of school.

COMM-446 Public Relations Case Studies (3) (PC) Case studies and typical public relations problems in industry, labor, education, government, social welfare, and trade associations. Planning and preparation of communications materials for various media; application of public relations techniques. Usually offered every term. *Prerequisite:* COMM-301 and public communication major.

COMM-450, COMM-451 Washington Journalism Semester Seminar I (4), II (4) COMM-450 and COMM-451 are taken together, and explore journalism as it exists and is practiced in Washington, D.C. The seminar studies the people, institutions, and issues of Washington journalism with weekly guest speakers, field trips, readings, review sessions, and lectures. Usually offered every fall and spring. *Prerequisite:* admission to Washing-

ton Journalism Semester. *Note:* not open to American University communication majors.

COMM-452 Washington Journalism Semester Internship (4) Professional communication work in an off-campus organization, providing the student with experience not available in the curriculum. Usually offered every fall and spring. *Prerequisite:* admission to Washington Journalism Semester. *Note:* not open to American University communication majors.

COMM-454 Intermediate Multimedia (3) Examines the process of completing and distributing new media applications and exposes students to developments and/or research in today's economic environment. Students study audience characteristics, marketing strategies, client concerns, and database management possibilities. Usually offered every term. *Prerequisite:* COMM-332 or permission of school.

COMM-456 Film Production and Direction (3) (VM) Techniques of 16mm sound-film production: lighting, sound recording, cinematography, and post production. Meets with COMM-656. Usually offered every term. *Prerequisite:* COMM-434, COMM-482 and visual media major.

COMM-464 Directing for Camera (3) (VM) Examines the role of the director in the dramatic film and documentary film environments. The course focuses on creative and aesthetic concerns as well as technical knowledge and skills the director needs to function successfully as a storyteller. Includes discussions and demonstrations and guest speakers including directors and actors. Students undertake individual and group projects. Meets with COMM-664. Usually offered every fall. *Prerequisite:* COMM-482 and visual media major.

COMM-470 Organizational Communication (3) (PC) Communication practices in complex organizations. Formal and informal communication networks and problems associated with each. Forms of communication used in organizations. Field research project in a Washington-area organization. Offered irregularly. *Prerequisite:* permission of the school.

COMM-472 Nonverbal Communication (3) (PC) Current research on the influence of biorhythms, artifacts, facial expressions, gestures, posture, space, time, and touch on human interaction. Opportunities for analysis and application of learned principles through in-class exercises, simulations, videotaped sessions, and off-campus field research. Usually offered every fall. *Prerequisite:* permission of the school.

COMM-475 Group Communication Management (3) (PC) Current research on leadership, problem solving, decision making, deviant behavior, communication networks, and discussion techniques in small groups. Opportunities for application in videotaped sessions, role-playing exercises, and field research. Recommended in junior year. Usually offered every term. *Prerequisite:* COMM-300 and public communication major.

COMM-480 Public Communication Research (3) (PC) Application of survey research methods to selected problems in public relations. Preparation of a research project for a Washington-area client. Usually offered every term. *Prerequisite:* senior standing and public communication major.

COMM-482 Writing for Visual Media (3) (VM) Techniques of writing scripts for film and television productions. Students write

treatments and screenplays for television, proposals for public service announcements, commercials and scripts for nontheatrical film and video productions. Usually offered every term. *Prerequisite:* COMM-200, COMM-331 and visual media or multimedia major.

COMM-486 Video Production and Direction (3) (VM) An intermediate course in field video production. Includes script, directing, production skills (camera, light, and sound), post-production, and technical developments. Students work independently and in groups. Meets with COMM-686. Usually offered every term. *Prerequisite:* COMM-438.

COMM-490 Independent Study Project in Communication (1-6) Prerequisite: permission of instructor and division director.

COMM-491 Senior Professional Internship (3) Professional communication work in an off-campus organization appropriate to the student's academic program. *Prerequisite:* senior standing with major and overall GPA of 2.50, and permission of internship coordinator, instructor, and division director.

Graduate and Advanced Undergraduate Courses

COMM-033 Practicum in Non-Linear Editing (0) A one-week intensive course designed to introduce basic concepts and applications of non-linear editing. Workshop format covers basic and intermediate non-linear editing skills on the Media 100 platform. Sessions are divided into interactive lecture presentation and hands-on tutorials. *Prerequisite:* COMM-434 or COMM-634.

COMM-502 In-Depth Journalism (3) (MS) (JMS) Introduces students to the history, purposes, power, and responsibilities of investigative journalism. Also introduces students to the specialized reporting and interviewing techniques of investigative reporting and requires students to develop these skills while participating in a group investigative journalism project. Usually offered every spring. *Prerequisite:* COMM-320 and permission of school.

COMM-503 Broadcast Operations and Management (3) (MS) The technical and historical development of American broadcasting, the managerial problems that affect operations of a broadcasting station, and the functional structure of American broadcasting. Usually offered every spring.

COMM-504 Journalism Ethics (3) (MS) (JMS) This course is about values—society's and those of American journalism. A wide range of ethical issues affecting the news business are raised, but there are no definite answers to many of the questions raised in this course. The class discusses the best way of resolving them and looks ahead to future ethical issues on the horizon. Usually offered every fall.

COMM-505 History of Broadcast Journalism (3) The sights and sounds of history as radio and television brought the news of the world to Americans. Study of the pioneers of the electronic news media and their influence on society, and the evolution of broadcast journalism from the 1930s to the 1970s. Usually offered every spring and summer.

COMM-507 News Media in Britain (3) Offered as part of the World Capitals Program London Semester. An overview of the contemporary British media industry, its wider social and politi-

cal contexts, and the historical development of the UK's distinctive media culture. The course explores the roles, functions, and practices of Britain's print and electronic media, including debates concerning content and structural regulation and implications for developing technology. Usually offered every term.

COMM-508 The Media and Government (3) (MS) (JMS) The president and the press, other Washington press corps-official relations, the quality of government news reporting and its effect on policy, issues of government information policy, control of the media, and journalists' First Amendment rights. Usually offered every spring.

COMM-509 Politics and the Media (3) (MS) (JMS) The role of the mass media in the electoral process. Includes examination of candidates' use of the media to get elected and press and television reporting and analysis of political campaigns. Usually offered every fall.

COMM-510 Women in Journalism (3) (MS) (JMS) Examines women's historical and contemporary participation in print and broadcast journalism, including pioneering woman journalists of the eighteenth, nineteenth, and twentieth centuries. African-American women journalists, newswomen of the battlefield, and depictions of women journalists on film and television. Also covers contemporary issues facing women in journalism, and the portrayal of women on the news media. Usually offered every spring.

COMM-511 History of Documentary (3) (MS) (JMS) Development of the documentary form from early cinema to the digital era. Explores documentary in terms of aesthetic strategies, ethical issues, and economic and historical context. Usually offered every fall.

COMM-513 Producing Film and Video (3) (MS) Nontheatrical film marketing and production management. Preliminary research and development of the film proposal; preparation of treatments, contracts, and budgets; cost analysis of production; and relationships between aesthetics and expenses. Use of Washington as a laboratory for marketing experience, including actual client contact. Usually offered every spring. *Prerequisite:* COMM-434 and COMM-482, or COMM-634 and COMM-682.

COMM-514 Censorship and Media (3) (MS) (JMS) A survey of the history of censorship in the U.S. today in the newspapers, magazines, radio, movies, publishing, and television. International comparisons are drawn, and the problem of censorship in the schools is given special attention. Usually offered every fall.

COMM-515 Media, Children, and Society (3) (JMS) Social implications of media produced for children—TV, film, video, and the Internet. Course includes market research, industry analysis, policy framework, cultures of childhood, and media literacy. Usually offered every spring.

COMM-516 Special Topics in Visual Media and Culture (3) (MS) (JMS) Topics vary by section, may be repeated for credit with different topic. Rotating topics in the analysis of visual media and culture from a variety of perspectives, such as film and propaganda, film and ideology. Usually offered every term.

COMM-517 History of Cross-Cultural Cinema (3) Cross-cultural analysis of film and video, drawing primarily on

examples of feature production from Asia, Latin America, Africa, and the Middle East and focusing on the theme of cultural and ethnic identity. Film and video viewings, papers, lectures, and discussion. Usually offered every spring.

COMM-520 History of Animation (3) The history, theory, and practice of animating visual imagery, from Victorian motion toys to Disney and Hollywood's Golden Age to the contemporary boom in animation through computer-assisted technology. Critical examination of animation as a vehicle of entertainment, education, commercial persuasion, and propaganda. Class projects demonstrate different animation techniques. Usually offered every fall.

COMM-521 Opinion Writing (3) (PJ) Supervised writing of editorials and opinion columns, to include reviews; analysis of editorials and other commentary; policies and practices of opinion writing in the mass media. Usually offered every spring. *Prerequisite:* junior standing and permission of the school.

COMM-523 Intermediate Photography (3) (VM) May be repeated for credit with different topic (photojournalism or fine arts). A refinement of photographic skills emphasizing a synthesis of craft and expression. Usually offered every fall (photojournalism) and spring (fine arts). *Prerequisite:* COMM-330 or COMM-630 and permission of the school.

COMM-525 Advanced Photography (3) (VM) May be repeated for credit, but not in the same term. Extensive individual projects, critiques, and professional guest speakers. In-depth exploration of specific themes and techniques based on the goals of each student, and leading toward a professional-level portfolio. Usually offered every spring. *Prerequisite:* COMM-523 and permission of the school.

COMM-527 History of Photography (3) (MS) (JMS) A survey of the development of photographic imagery from its advent in the early nineteenth century through contemporary twentieth century work. Emphasis is on viewing work in Washington galleries and museums. Usually offered every spring.

COMM-529 Large-Format Photography and Studio Lighting (3) (VM) May be repeated for credit but not within the same term. A professional skills course which introduces the 4x5 view camera and studio electronic flash. Both sections are integrated and explore the unique characteristics of the equipment through extensive technical and shooting assignments. Usually offered every fall. *Prerequisite:* COMM-523 and permission of the school.

COMM-531 Political Communication (3) Applies public communication principles, programming, and practice to the analysis and creation of persuasive communication campaigns in the political arena. The course develops analytical skills in the context of campaign design, strategy, and tactics; promotes ethical judgement in the design and execution of persuasive campaigns; and extends theoretical knowledge in political communication. Usually offered alternate falls.

COMM-532 Publication Layout and Design (3) (PC) Layout, typography, design, and printing in planning and producing newspapers, magazines, books, brochures, and folders. Usually offered every term. *Prerequisite:* public communication major.

COMM-533 Ethical Persuasion (3) Provides students with an ethical context for the practice of public communication and a concept of the ethical issues surrounding the activities of the practitioner. Students have the opportunity to investigate America's value system, the values of American public relations and the relationship between public relations, the media, and business. Usually offered every fall.

COMM-534 Race, Gender and the Media (3) This course challenges students to develop critical skills in examining and analyzing the role of race and gender in the production, distribution and consumption of the American mass media. Student study these powerful institutions and their role in creating, reproducing and reinforcing racism and sexism. Focuses on media content and considers other social constructions including ethnicity, class, religion and sexual orientation. Usually offered every spring.

COMM-535 Special Topics in News Media (3) (MS) (JMS) Topics vary by section, may be repeated for credit with different topic. Rotating topics in the analysis and working methods of specialized areas of the news media.

COMM-536 Entertainment Communication (3) Examines the role of public relations and mass media in the entertainment industry. It explores all aspects of communication in the entertainment world, including publicists, press agents, promotion, audience research, awards competitions, music sales, and opening nights. Practical insights into entertainment PR are combined with an analysis of celebrity in American life and in the entertainment industry's role in our culture. Usually offered every spring.

COMM-537 Sports Communication (3) Examines the role of public relations and mass media in sports communication. The role of sports in American society and how publicists, agents, and sports marketers perform their jobs at all levels of sports. Hands-on training in the tools and technology of sports PR is combined with an analysis of the public's relationship with athletes and sports. Usually offered every spring.

COMM-539 International Public Relations (3) The forces of globalization have created a necessity and opportunity for international PR programs. Given the newness of truly international programs, prospective practitioners must gain expertise in cultural sensitivity, knowledge of business cultures, and realistic expectations. The course covers global firms, local agencies, case studies, and PR practices around the world. Usually offered every spring.

COMM-545 Business and Economic Journalism (3) (MS) (JMS) Current economic and business issues and their coverage by the news media. The performance of the media in providing the necessary depth of business and economic reporting. How journalists can improve their knowledge and skill. Usually offered every spring. *Prerequisite:* permission of the school.

COMM-546 Foreign Policy and the Press (3) (MS) (JMS) The role of the American news media in the coverage of foreign policy issues. Philosophical issues include whether freedom of the press is adequately exercised in the foreign policy field and whether the national media sometimes serve as propagandists for the United States government. Students should be prepared to engage in adversarial debates over key issues. Usually offered every spring.

COMM-547 Great Books in U.S. Journalism (3) Focus is on the development and interrelationship between literature and

journalism and the role of noted authors whose works influenced social, cultural and political affairs through the portrayal of human experiences. Students are required to read books representative of the genre, compose essay reviews and offer oral commentaries on the readings.

COMM-548 Global Journalism: Issues and Trends in the Twenty-First Century (3) The critical issues facing journalists and the news media on a global scale. Examines diversity of international news media and focuses on trends such as the power and influence of global media moguls, the threats of violence and detention that confront journalists around the world, and the role of the news media in the process of political change. Usually offered every spring.

COMM-550 Financing and Marketing Independent Productions (3) The non-theatrical film, television, and video industries are multifaceted, dynamic, and enormously complex. This course teaches film and video producers how to finance and market their productions. The course examines different financing and cost-recoupment mechanisms that programmers use in building their programming lineup. The focus is on contract production, co-production and production acquisition as typical deal structures used by major programmers. Usually offered every fall.

COMM-558 Survey of American Cinema (3) (MS) Origins and historical development of American cinema, specifically the theatrical feature-length fiction film from the nineteenth century to 1970. Hollywood films as mythic representations of the way Americans viewed themselves. Films are screened, discussed, and criticized. Screenings are scheduled in addition to class sessions. Usually offered every fall. *Prerequisite:* permission of the school.

COMM-561 Advanced Writing for Film (3) (VM) May be repeated for credit but not within the same term. Emphasizes theatrical film scriptwriting. Students are expected to write a feature-length screenplay during the course of the semester. Students also read and review professionally-written screenplays. Usually offered every spring. *Prerequisite:* COMM-482 or COMM-682 or LIT-402.

COMM-562 Advanced Writing for Television (3) (VM) May be repeated for credit but not within the same term. A workshop that simulates the collaboration experience of a studio writing staff. Students learn to pitch and develop stories for on-going prime-time shows while polishing skills in story development and characterization. A portfolio-quality "spec" script is the end product. Usually offered every fall. *Prerequisite:* COMM-482 or COMM-682 or LIT-402.

COMM-565 Advanced Visual Media Portfolio (3) May be repeated for credit, but not in the same term (graduate students only). Students pursue in-depth visual media projects for their professional portfolios. The course is multi-visual media; students may work in still, moving, or digital image, or any combination of media in which they are proficient. This course serves as a senior thesis project for undergraduate students. Most class participants produce two projects during the semester. Group critiques are required. Usually offered every spring. *Prerequisite:* COMM-456 or COMM-486 or COMM-523 or COMM-656 or

COMM-686, and visual media major or admission to graduate film program.

COMM-570 Summer Film and Video Institute (1-3) Topics vary by section, may be repeated for credit with different topic. Permanent and rotating topics related to current practices and trends in the motion picture, video, and television professions. Offered on weekends and evenings during May and June, the institute schedule allows students to select courses in film and video production, direction, writing, design and management, post-production editing, and other related fields. Small classes and active participation are stressed. Usually offered every summer. *Prerequisite:* permission of Summer Film and Video Institute director.

COMM-571 Production Planning and Management (3) How to administer and manage both large and small productions through script breakdown, stripboarding, scheduling, budgeting, location shooting, and dealing with unions and talent agents. Discussion of the field as a career, and how to apply business-like approaches to motion pictures, television programs, and videotape documentaries.

COMM-584 Film Technology and Practice (6) (VM) Part of the World Capitals Semester in Prague. Introduction to concepts in visual communication through the use of still picture, Hi-8 video, and 16mm non-synch sound film in color. Camera technology, exponents, studio lighting, editing and sound recording, accompanied by analytical screenings and site visits to labs, with a series of sessions with supervising directors, and script consultations. Students edit work-print and magnetic sound on final films. Usually offered every term. *Prerequisite:* COMM-330 or COMM-630, COMM-331 or COMM-631 and admission to Prague Semester program. *Note:* may substitute for required courses COMM-331 and COMM-434 for undergraduate visual media majors.

COMM-585 Directing (3) (VM) Part of the World Capitals Semester in Prague. Introduces students to the field of film directing through a series of seminars with the most important film directors in the Czechlands. The roots of film as art, casting, choosing a crew, directing for dramaturgical impact, large scenes and extras, the documentary and avant-garde, use of sound and counterpoint, directing the short film and problems of inspiration. Usually offered every term.

COMM-586 History of Czech Cinema (3) (VM) Part of the World Capitals Semester in Prague. Through viewing and lectures by some of the most important films and filmmakers in the Czechlands, the course covers the areas of film history most notable to the development of film language in Bohemia: the influences of realism and neorealism, the Czech New Wave and its aftermath, the avant-garde, the animated film, the FAMU Film School Phenomenon and the short film. Usually offered every term.

COMM-587 Screenwriting (3) (VM) Part of the World Capitals Semester in Prague. In this writing workshop students are given assignments to write scenes and scripts for short films and analyze films and scenes to learn the basis of dramatic principles, story patterns and genres. The final project is a script for a short film.

Usually offered every term. *Note:* may substitute for required course COMM-482 for visual media majors.

COMM-590 Independent Reading Course in Communication (1-6) *Prerequisite:* permission of instructor and division director.

COMM-599 Media, Technology and Society (3) (MS) (JMS) The latest developments in, and the social and legal issues of, communication technology, including text-editing computer systems, word processors, cable, satellites, videotext, and teleconferencing. Usually offered every spring. *Prerequisite:* permission of the school.

Graduate Courses

Note: When 300- or 400- and 600-level courses meet together, graduate-level assignments and higher expectations regarding performance are required of students at the 600 level.

COMM-600 Principles and Practice of Journalism (0) An intensive introduction to news reporting and news writing designed to prepare nonjournalists for the weekend graduate program in journalism. Introduces students to governmental principles essential for reporting on public affairs. Usually offered every summer. *Prerequisite:* permission of school.

COMM-601 Legal Aspects of Communication (3) Current legal problems. Theory of controls in journalism, visual communication, television, and radio. Libel suits, copyrights, and infringement. No previous knowledge of law required. Usually offered every fall.

COMM-617 Direct Media (3) Examination of the theory and practice of communication presentation through direct media, especially, but not exclusively, mail and telephone, to achieve political, fundraising, marketing, and social change objectives. Usually offered every summer. *Prerequisite:* permission of the school.

COMM-621 Advanced Editing (3) Students edit news and feature stories. Emphasis is on the dynamics of stories and the refinement of stories for publication. Students learn and practice the techniques used in producing a final printed product. Usually offered every fall. *Prerequisite:* admission to graduate journalism program.

COMM-623 Computer Techniques for Communication Professionals (3) Provides training in computer skills and social and ethical analysis of new mass communication technologies. Includes hands-on training and rigorous examination of the social and political impact of new media technologies. Course covers use of Internet and other on-line resources, basic use of bibliographic and statistical databases in the news business, and examination of the impact of computers and broadband technologies on mass communication and society at large. Usually offered every spring. *Prerequisite:* permission of the school.

COMM-624 Principles and Practice of Journalism (3) An intensive introduction to news reporting and news writing. Includes extensive field work reporting on local government and federal government. Introduces students to governmental principles essential for reporting on public affairs. Designed to prepare nonjournalists for the full-time graduate program in journalism and public affairs. Usually offered every summer. *Prerequisite:* admission to graduate journalism program.

COMM-630 Basic Photography (3) Introduction to basic technical and aesthetic principles of photography, from loading film into a 35mm camera to developing and printing final images. Students practice basic black and white laboratory work and basic color slide analog and digital utilization. Meets with COMM-330. Usually offered every term. *Prerequisite:* permission of the school.

COMM-631 Basic Visual Media Production (3) Fundamental technical and aesthetic considerations involved in visual media production. Through projects in audiotape, 35mm slides, and small format video that are critiqued in class, students learn the principles and procedures of sound recording and editing, cinematography, editing visual images, and preproduction planning. Meets with COMM-331. Usually offered every term. *Prerequisite:* admission to graduate film program.

COMM-632 Television Field Reporting (3) Instruction in production of television news packages. Merging of script, videotape, and graphics into the final product. Supervision of shooting and editing. Usually offered every term. *Prerequisite:* permission of the school.

COMM-633 Broadcast Delivery (3) The effective delivery of news on radio and television. Examination and analysis of individual student problems with extensive practice sessions to solve them. Meets with COMM-433. Usually offered every spring. *Prerequisite:* COMM-721.

COMM-634 Location Production: Film and Video (3) May be repeated for credit with different topic (film or video). Teaches 16mm silent and small-format video location production. Emphasis is on planning, treatment and shot scripting, development of scene and character, location lighting, refinements of continuity, location sound recording, and visual design. Students with prior experience may emphasize either film or video. Usually offered every term. *Prerequisite:* admission to graduate film program.

COMM-635 Introduction to Studio Television (3) A hands-on laboratory course to teach basic studio operation and production skills, including directing, lighting, crewing, engineering, and production planning. Students are required to work on a variety of studio formats. Usually offered every term. *Prerequisite:* admission to graduate film program.

COMM-636 Washington Reporting (3) Field coverage of people, organizations, and events in the Washington area concerned with domestic or international affairs. In-depth story development, feature writing, and editing. Usually offered every spring and summer. *Prerequisite:* permission of the school.

COMM-638 Production Practicum (1) Topics vary by section, may be repeated for credit with different topic. Provides students with skills training in a variety of media production areas. Topics include non-linear editing, digital post production, location sound production, studio sound production and mixing, location lighting techniques, cinematography, digital authoring, and coding. *Prerequisite:* COMM-634 or permission of school.

COMM-640 Public Communication Principles (3) Formal and informal models used to define, formulate, and design the tasks involved in the creative and management activities of the public communication practice; ethics; public, social, and mass

models of communication. Usually offered every fall. *Prerequisite:* admission to graduate public communication program.

COMM-642 Public Communication Management (3) The principles and functions of public communication administration and the application of project-centered techniques. Strategies and implementation of tactics in a campaign setting; principles of planning, organizing, staffing, leading, and controlling; issues management. Usually offered every spring. *Prerequisite:* admission to graduate public communication program.

COMM-644 Public Communication Writing (3) Analysis of writing models in a variety of styles and media. Exploration of the relationship between audience expectations and communication style and content. Practical experience in the preparation of press releases, brochure copy, and newspaper and magazine articles. Usually offered every fall. *Prerequisite:* admission to graduate public communication program.

COMM-646 Public Communication Production (3) Advanced writing, programming, and production, involving various forms of contemporary media including commercial and in-house radio and direct mail, as well as newspapers, newsletters, and magazines. Usually offered every spring. *Prerequisite:* admission to graduate public communication program.

COMM-650 Basic Digital Imaging (3) Students become proficient in utilizing paint software, specifically Photoshop's basic painting, selection and retouching tools. They also become familiar with basic layers, channels and compositing options in the most current formats, and utilize the Digital Lab for their assignments. Usually offered every term. *Prerequisite:* COMM-630.

COMM-652 Fundamentals of Multimedia (3) An introduction to current developments in communication and production. Students are exposed to the basics of all current multimedia applications, from ATM and the World Wide Web to digital effects and virtual reality. Usually offered every spring. *Prerequisite:* COMM-352.

COMM-654 Intermediate Multimedia (3) Examines the process of completing and distributing new media applications and exposes students to developments and/or research in today's economic environment. Students study audience characteristics, marketing strategies, client concerns, and database management possibilities. Usually offered every term. *Prerequisite:* COMM-652.

COMM-656 Film Production and Direction (3) Techniques of 16mm sound-film production: lighting, sound recording, cinematography, and post production. Meets with COMM-456. Usually offered every term. *Prerequisite:* COMM-634, COMM-682 and admission to graduate film program.

COMM-664 Directing for Camera (3) Examines the role of the director in the dramatic film and documentary film environments. The course focuses on creative and aesthetic concerns as well as technical knowledge and skills the director needs to function successfully as a storyteller. Includes discussions and demonstrations and guest speakers including directors and actors. Students undertake individual and group projects. Meets with COMM-464. Usually offered every fall. *Prerequisite:* COMM-631 or COMM-635, COMM-682 and admission to graduate film program.

COMM-671 Media Enterprise I: Establishing the Enterprise

(3) Provides the fundamental knowledge needed for film and video producers in the non-theatrical market operating as small business entrepreneurs. Establishing a media production company: creating a business plan, basic economics of the media business, finding investors and/or partners, ways of structuring the enterprise, finding and using legal and accounting services, decisions that affect basic overhead costs, taxes, accounting practices, and personnel considerations. Usually offered every summer.

COMM-672 Media Enterprise II: Managing the Enterprise

(3) This course follows COMM-671 and provides students with the knowledge necessary to manage a media production company. Includes cost and cash management, personnel, business communications, networking, negotiating, marketing, distribution of media products, the advantages and disadvantages of expansion, and knowing when to stay with or alter the business plan. Usually offered every fall.

COMM-682 Writing for Visual Media (3) Techniques of writing scripts for film and television productions. Students write and criticize assignments. No production is involved in this course. Usually offered every fall. *Prerequisite:* admission to graduate film program.

COMM-686 Video Production and Direction (3) An intermediate course in field video production. Includes script, directing, production skills (camera, light, and sound), post-production, and technical developments. Students work independently and in groups. Meets with COMM-486. Usually offered every term. *Prerequisite:* COMM-638.

COMM-690 Independent Study Project in Communication (1-6) *Prerequisite:* permission of instructor and division director.

COMM-691 Graduate Internship (3) Professional communication work in an off-campus organization appropriate to the student's academic program. *Prerequisite:* permission of division director.

COMM-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of division director and Cooperative Education office.

COMM-701 Graduate Seminar in Film Theory and Practice

(3) The seminar focuses on the development of film theory and criticism. The work of Arnheim, Eisenstein, Kracauer, Bazin, Mitry, and Metz are studied as primary sources. The relationship between theory and production is examined and applied to analysis of specific films. Usually offered every spring. *Prerequisite:* permission of the school.

COMM-702 Master's Portfolio Seminar (1-6) Independent work toward project in lieu of thesis for students in the graduate film programs. Consult graduate program director for registration and participation requirements. Usually offered every term. *Prerequisite:* permission of the school.

COMM-710 Seminar in Public Affairs (3) Current issues in the making of domestic, international, and economic public policy in Washington with emphasis on the role of the media. Includes a

major reporting project. Usually offered every fall. *Prerequisite:* admission to graduate journalism program.

COMM-711 Teaching Seminar in Media Arts (3)

Provides M.F.A. in Film and Electronic Media candidates with an overview of teaching philosophies, course management issues, curriculum issues in communication, academic culture, and related institutions significant to the teaching of visual media. Reading projects, class lecture and discussion are balanced with teaching experience. Usually offered every fall.

COMM-720 Seminar in Journalism (3) Examines ethical and economic issues affecting the press and initiates studies to add to the literature of media criticism. Students become acquainted with team journalism and magazine writing through in-depth projects focusing on press issues. Usually offered every spring. *Prerequisite:* COMM-724.

COMM-721 Broadcast News I (3) Problems, policies, and practices of the broadcast news media. Emphasis on radio news writing, production, editing, reporting, and broadcasting. Production of audio minidocumentaries. Usually offered every fall. *Prerequisite:* admission to graduate journalism program.

COMM-722 Broadcast News II (3) Guidance and training in television news, including producing, writing, and editing for TV newscasts; reporting in the field and production of news packages. Team-produced TV documentaries or domestic or international issues. Usually offered every spring. *Prerequisite:* COMM-721.

COMM-724 Reporting of Public Affairs (3) Advanced training in writing news as a Washington correspondent with emphasis on the coverage of domestic, international, and economic public policy issues. Usually offered every fall. *Prerequisite:* admission to graduate journalism program.

COMM-735 Communication Theory (3) Communication as an interactive social process. Relevance of social-science theory to the practice of public communication. Implications of public communication operations for the public interest. Usually offered every fall. *Prerequisite:* admission to graduate public communication program.

COMM-738 Research Methods in Communication (3) Survey of research in public communication, with particular attention paid to the methodologies employed. Emphasis on the understanding and appropriate selection of quantitative techniques. Usually offered every fall. *Prerequisite:* admission to graduate public communication program.

COMM-744 Public Communication Seminar (3) Analysis of issues relevant to public communication such as current trends in audience analysis, professional and ethical responsibilities, political trends, and media-government controversies. A variety of perspectives are presented. Usually offered every spring. *Prerequisite:* admission to graduate public communication program.

COMM-797 Master's Thesis Seminar (1-3) *Prerequisite:* permission of the school.

Computer Science and Information Systems

Undergraduate Courses

CSIS-100 Computers and Information (3) A first course for studying computers and information. Provides a foundation for using computers in other courses and curricula for research, communication and writing. Hands-on experience in productivity enhancement, software, hardware, systems development, uses of the Internet and World Wide Web, and future directions and trends for computers and information. Usually offered every term.

CSIS-200/CSIS-200G Creativity and Computers I:2 (3) This course explores how computers enhance the creative process in virtually every aspect of the arts. Examples include computer graphics, multimedia computing in literature and art, synthetic music, and virtual reality systems for simulating stage productions. Usually offered every term. *Prerequisite:* for General Education credit: ARTS-100G or LIT-105G or LIT-135G or PERF-110G.

CSIS-211 Introduction to Computer Information Systems (3) A foundation course in information systems focusing on the strategic value and contribution of information systems to organizations including: the nature of information, data and systems, systems development methodologies and tools, and computing infrastructures. Usually offered every term. *Prerequisite:* CSIS-100.

CSIS-234 Programming Concepts I (3) Basic concepts of computer programming and graphical user interfaces. Development of the algorithmic models used in constructing modern applications. Usually offered every term. *Prerequisite:* CSIS-100 or CSIS-200.

CSIS-235 Programming Concepts II (3) Development of the algorithmic models used in constructing modern applications. Exposure to advanced graphical user interface and use of external modules. Usually offered every term. *Prerequisite:* CSIS-234.

CSIS-280 Introduction to Computer Science I (4) Problem solving and algorithm development. Structured programming, basic data types, and canonical structures; arrays and subprograms; recursion. Social implications of computing. Elementary applications from business and science. Usually offered every term. *Prerequisite:* MATH-15x or equivalent, and CSIS-100.

CSIS-281 Introduction to Computer Science II (3) Continuation of problem solving. Emphasis on larger programs built from modules. Introduction to abstract data structures: stacks, queues, graphs and trees and their implementations and associated algorithms. Elementary numerical methods. Usually offered every term. *Prerequisite:* CSIS-280.

CSIS-282 Assembly-Language Programming (3) Basic concepts of computer architecture and organization. Assembly-language programming: instruction formats, addressing techniques, macros, and input/output. Program segmentation and linkage. The assembly process. Usually offered every term. *Prerequisite:* CSIS-234 or CSIS-280.

CSIS-310 Introduction to Geographic Information Systems

(3) A geographic information system (GIS) is a system of hardware, software, data, people, organizations, and institutional arrangements for collecting, storing, analyzing, and disseminating information about areas of the earth. This course provides an introduction to GIS, GIS software, and applications of GIS. Usually offered every fall. *Prerequisite:* completion of the College Writing and English Competency Requirement, and familiarity with spreadsheets, e-mail, and the World Wide Web.

CSIS-315 Organizational Aspects of Information Systems (3) Examination of human needs in developing, operating, and using information systems. Methods for analyzing the social, organizational, and human aspects of information systems. Usually offered every spring. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSIS-211 or CSIS-280.

CSIS-325 Computer Hardware and Systems Software (3)

This course covers the major hardware and software components of computer systems as well as issues related to their use by organizations, such as feasibility analysis and hardware and software selection. Usually offered every spring. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSIS-100 or MMDD-200.

CSIS-330 Organization of Computer Systems (4) Logical circuit design, integrated circuits and digital functions, data representation, register transfer operations and microprogramming, basic computer organization, the central processor, and arithmetic operations. Usually offered every term. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSIS-234 or CSIS-280.

CSIS-345 Software Engineering (3) Presents techniques and tools in software design and development and applies them to the design and implementation of a large software system. Includes the software life cycle—requirements, design, implementation, testing and debugging, maintenance and documentation; software reliability, portability, and expandability; and user interface. A team project consists of all different phases of the software life cycle. Usually offered every spring. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSIS-330 or CSIS-455.

CSIS-350 Introduction to Discrete Structures (3) Introduction to mathematical subjects required in computer science, such as graphs, sets and relations, logic, and recurrence. Usually offered every spring. *Prerequisite:* completion of the College Writing and English Competency Requirement, MATH-15x, and CSIS-235 or CSIS-280.

CSIS-388 Introduction to Decision Analysis (3) Decision making may be difficult due to uncertainty, complexity, and conflicting objectives. Decision analysis provides a structured way to approach making decisions. The course introduces the identification of objectives and alternatives, the representation of uncertainty, the psychology of decision, and the use of decision trees, influence diagrams, and computer simulation in decision making. Usually offered every spring. *Prerequisite:* completion of the College Writing and English Competency Requirement, and statistics, calculus, and familiarity with spreadsheets.

CSIS-390 Independent Reading Course (1-6) *Prerequisite:* permission of instructor and department chair.

CSIS-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

CSIS-432 Introduction to Simulation and Modeling (3) Design and implementation of simulation models for systems design and analysis. Emphasis on discrete stochastic systems and real-world business and government problems including resource allocation, queuing, inventory control, and industrial production. Overview of principal simulation languages and their applicability to problem solving. Usually offered every spring. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSIS-211 and CSIS-234, or CSIS-280, and STAT-202.

CSIS-435 Web Programming (3) This course presents and applies the web programming languages (HTML, DHTML, Javascript, Coldfusion), tools, and techniques used to develop professional web sites. The course moves step-by-step through the processes involved in planning, designing, launching, and maintaining successful web sites, with an emphasis on teamwork. Usually offered every term. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSIS-234 or CSIS-280.

CSIS-438 PL/SQL Database Programming (3) This course focuses on creating and manipulating databases using PL/SQL programming language for Oracle™ databases. Includes on-line SQL as well as batch programs using PS/SQL features such as IF statements, loops, stored procedures/functions, tables, cursors, stored packages, and stored triggers in creating and maintaining Oracle™ databases. Usually offered every summer. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSIS-280 or CSIS-234, and familiarity with databases.

CSIS-440 Database Management in Computer Information Systems (3) The design, development, and control of databases and applications software based on databases. Includes database models and software, logical and physical database design, applications development, and database administration. Usually offered every fall. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSIS-281, or CSIS-234 and either CSIS-211 or MMDD-200.

CSIS-442 Client-Server and Distributed Information Systems (3) Current methods for analyzing and developing client-server systems and distributed information systems including: communication networks to support client-server architectures, international standards, concepts of hardware, software and data distribution, layered architectures, role of client, server, and middleware, data and transaction management in client-server environments, tools, and systems development. Usually offered every fall. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSIS-440, and either CSIS-330 or CSIS-455.

CSIS-455 Introduction to Systems Analysis (3) Traditional analysis, design through the data flow analysis, and system development life cycle approach. Methods for structured analysis and

design are covered. Also treated are data structures, definitions, and normalization. Emphasis is on gaining an ability to use the various tools associated with systems analysis. Usually offered every fall. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSIS-280, or CSIS-234 and either CSIS-211 or MMDD-200.

CSIS-460 Applied Systems Design (3) This course builds on previous courses and allows students to apply the tools studied in CSIS-455. The class follows the life cycle process to produce specifications for a current system, develop the physical design for the system, and to the extent possible, implement the system. The use of project teamwork is emphasized. Usually offered every term. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSIS-455.

CSIS-465 Designing and Writing Computer Documentation (3) Documentation is required at each stage in the system development life cycle from analysis to maintenance and use. This course discusses the appropriate documentation for each stage, provides guidelines for evaluation, and offers practical work into writing of user documentation, including on-line documentation. Usually offered every fall. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSIS-280, or CSIS-234 and either CSIS-211 or MMDD-200.

CSIS-480 Senior Seminar in Computer Information Systems (3) This capstone course encourages the student to explore the interrelationships between the theory and substance of computer information systems as a field of study. Students and faculty present concepts for critical review. A major project is usually required. Usually offered every term. *Prerequisite:* senior standing.

CSIS-485 Senior Workshop in Computer Information Systems (3) This is a capstone course in information system development. Students demonstrate their mastery of the tools and techniques of information system development by participating in the development of a real world information system. Usually offered every term. *Prerequisite:* senior standing.

CSIS-490 Independent Study Project (1-6) *Prerequisite:* permission of instructor and department chair.

CSIS-491 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate and Advanced Undergraduate Courses

CSIS-510 Legal Issues in Computing (3) Copyright, patent, contract, tort, antitrust, privacy, and telecommunications issues. Usually offered every fall. *Prerequisite:* junior standing.

CSIS-511 Concepts in Systems and Information (3) The major concepts and techniques that comprise the systems perspective; applications of systems concepts and related techniques in organizations. Provides an introduction to the major functional areas within information systems, including information systems planning, the systems development life cycle, and structured techniques and tools. Usually offered every term. *Prerequisite:* graduate degree or nondegree standing, or permission of department.

CSIS-515 Organizational Issues and Information Systems (3) The human aspects of information systems and their development. The effects of human factors in the design and development

phases of the systems development life cycle. Usually offered every term. *Prerequisite:* graduate degree or nondegree standing, or permission of department.

CSIS-520 Algorithms and Data Structures (3) Design and analysis of efficient algorithms. Implementation and manipulation of data structures, including linked lists, stacks, queues, trees, and graphs. Memory management. Internal and external searching and sorting. Usually offered every term. *Prerequisite:* graduate degree or nondegree standing, or permission of department.

CSIS-521 Design and Organization of Programming Languages (3) Study of desirable features and specifications of programming languages by investigation of data types, control structures, data flow, and run-time behavior of several languages, such as Prolog, Smalltalk, LISP, Ada, etc. At least one non-procedural language is studied in detail. Elements of compiling and interpreting. Usually offered every term. *Prerequisite:* graduate degree or nondegree standing, or permission of department.

CSIS-535 User Interface Analysis and Design (3) This course provides the technical aspects of web application development, as well as the conceptual issues that affect this technology. Students develop an independent web-based project based on available authoring tools. Usually offered every term. *Prerequisite:* junior standing.

CSIS-540 Computer System Organization and Programming (3) Investigation of the structure of a modern computing system. Alternative computer organizations are discussed so that students may appreciate the range of possible design choices. Assembly, linking, and loading are presented in detail. The relation between system software and computer organization is discussed. Usually offered every fall. *Prerequisite:* graduate degree or nondegree standing, or permission of department.

CSIS-543 Object-Oriented Analysis and Design (3) A study of object-oriented concepts and their use in systems development. This course analyzes abstractions called objects and develops analysis-level models of systems using objects. The properties of these object models are discussed and methods for systematic development of the models are studied. The translations of the analysis-level models into system design is performed to understand how systems can be realized in software implementations. Usually offered every fall. *Prerequisite:* junior standing.

CSIS-544 Object-Oriented Programming (3) Use of an object-oriented programming language in the implementation of object-oriented systems. The language is studied in depth to see how key concepts are realized in the language, and it is used to produce example systems. Emphasis is placed on event-driven graphical user interface programming. Usually offered once a year. *Prerequisite:* CSIS-543 and CSIS-281 or CSIS-235 or equivalent.

CSIS-546 Introduction to Computer Networks (3) An introduction to the basic concepts of computer networks. The architecture of data communication systems, the seven-layer model of a network, and the physical, data link, network, transport, and session layers are explored. Protocol algorithms are considered for the implementation of the various network layers. Usually offered alternate springs.

CSIS-550 History of Computing (3) Examines the evolution of computers and information systems, starting with the abacus. The evolution of computing machinery, software, programming languages, and the principal personages in the history of computing. Class discussions inform students about important antecedents to today's computer hardware, software, and systems. Usually offered every spring. *Prerequisite:* junior standing.

CSIS-555 Systems Engineering Process (3) Presents the procedures, methods, techniques, tools, metrics, and documentation practices that are the foundation of effective system engineering practice. Relates these elements to past projects that illustrate their use and misuse. Lecture materials are supplemented by a series of practical exercises demonstrating proper use of the principal methods and tools of the systems engineering discipline. Offered irregularly. *Prerequisite:* CSIS-511 or senior standing.

CSIS-560 Systems Analysis and Design (3) The methods and processes of systems analysis. Emphasis is placed on analytic tasks relating to systems development, and the organizational and technological context within which these analytical tasks are addressed. Usually offered every term. *Prerequisite:* CSIS-511 and CSIS-515, or CSIS-520 and CSIS-540.

CSIS-565 Operating Systems (3) Historical background. Operating system functions and concepts: processes; processor allocation; memory management; virtual memory; I/O and files; protection; and design and implementation. Several existing operating systems are discussed. A group project to design and implement a small operating system is usually required. Usually offered every spring. *Prerequisite:* graduate standing, CSIS-540 and CSIS-520.

CSIS-568 Artificial Intelligence (3) Application of computers to tasks usually thought to require human intelligence, such as game playing, problem solving, learning, pattern recognition, natural language understanding, and expert systems. Usually offered every spring. *Prerequisite:* junior standing.

CSIS-570 Database Management Systems (3) Examination of database management systems, distributed systems, evaluation and selection of computer systems, privacy and security, and performance evaluation. This course provides a fundamental exposure to relational architecture through exercises in Microsoft Access and Oracle 8, including an introduction to SQL. *Prerequisite:* CSIS-234 or CSIS-281, or either CSIS-211 or MMDD-200; or CSIS-520, or CSIS-560.

CSIS-580 Introduction to Neural Networks (3) Presents different types of neural networks and describes the basic mechanisms that underlie each network. Discusses fundamental network properties necessary to achieve autonomous behavior. Analyses how well each network satisfies these properties. Usually offered every fall term. *Prerequisite:* CSIS-568.

CSIS-584 Computer Graphics (3) Overview of display technology: cathode ray tubes (CRTs), digital control of CRTs, other displays, applications, interactive devices, hard copy, and graphics system design. Graphics software: high-level languages for graphics, programming interactive devices, display files, design of graphics systems, transformations in two and three dimensions, gray scales, color, cropping, and hidden lines. Usually of-

ferred every spring. *Prerequisite:* junior standing and proficiency in a high-level structured programming language.

CSIS-585 Artificial Intelligence Programming (3) Students specify, design, build, and document commonly used artificial intelligence tools and systems. The focus is bridging the gap between the theory and practice of artificial intelligence. Students build systems using the implementation language Common Lisp, and part of this course covers improvement of Common Lisp programming skills. Offered irregularly. *Prerequisite:* CSIS-521 and CSIS-568.

CSIS-586 Software Process Improvement (3) Addresses methods, metrics, and modes of implementation for process improvement models such as: Software Capability Maturity Model (CMM) and People Capability Maturity Model (P-CMM); ISO 9000 standards; Software Process Improvement Capability Determination (SPICE); and Malcolm Baldrige National Quality Award. Usually offered every spring. *Prerequisite:* graduate or senior standing.

Graduate Courses

CSIS-606 Quantitative Analysis for Information Systems (3) Quantitative tools applied to the solution of problems in applying, managing, and evaluating information technologies, including statistical, operations-research, and modeling techniques. Usually offered every term.

CSIS-610 Introduction to Geographic Information Systems (3) A geographic information system (GIS) is a system of hardware, software, data, people, organizations, and institutional arrangements for collecting, storing, analyzing, and disseminating information about areas of the earth. This course provides an introduction to GIS, GIS software, and applications of GIS. Usually offered every fall. *Prerequisite:* familiarity with spreadsheets, e-mail, and the World Wide Web.

CSIS-620 Design and Analysis of Algorithms (3) Study of algorithms by category, such as divide-and-conquer, dynamic programming, state space search, computational complexity, and NP-complete problems. Analysis of practical techniques. Usually offered every spring. *Prerequisite:* CSIS-520.

CSIS-630 Expert Systems (3) The course presents techniques and tools for expert-systems design and development. Includes expert system components, methods for building expert systems, knowledge acquisition, knowledge representation, knowledge processing, and handling uncertainty. Expert system shells (such as Exsys Professional and Level 5) are used for developing working expert systems for different applications. Usually offered every fall and alternate summers. *Prerequisite:* CSIS-568 or permission of instructor.

CSIS-632 Simulation and Modeling (3) Design and implementation of simulation models for systems design and analysis. Emphasis on discrete stochastic systems and real-world business and government problems including resource allocation, queuing, inventory control, and industrial production. Overview of principal simulation languages and their applicability to problem solving. Usually offered every spring. *Prerequisite:* CSIS-520 and CSIS-606, or CSIS-521 and statistics.

CSIS-635 Database Management (3) Examination of database management systems, distributed systems, evaluation and selec-

tion of computer systems, privacy and security, and performance evaluation. Usually offered every term. *Prerequisite:* CSIS-520 or CSIS-560.

CSIS-636 Advanced Database Management Systems (3) Advanced query capabilities and procedural constructs are described using SQL and PL/SQL. The theoretical foundation for using these capabilities is presented. Performance issues are discussed including indexing, key definitions, and data constraints. The role of application development in ease of use, query optimization, and system performance is discussed. Usually offered every fall. *Prerequisite:* CSIS-635.

CSIS-637 Database Administration (3) Database administration subjects including space allocation, recovery, security, configuration management, and performance tuning are discussed. Administration capabilities are presented using a real environment. Recovery issues include commit and rollback capabilities, check points, and data logs. Physical design and implementation constraints are addressed. Usually offered every spring. *Prerequisite:* CSIS-635.

CSIS-642 Client Server Computing (3) An introduction to client/server computing and distributed processing, including a presentation of data management in client/server environments. The implementation of client/server environments is discussed. Emphasis on practical, case-based approaches. Usually offered once a year. *Prerequisite:* CSIS-546 or permission of instructor.

CSIS-643 E-Commerce Technologies (3) An analysis of e-commerce strategies and technologies, including the building blocks of Internet commerce, intranets, inter-organizational e-commerce, consumer-focused e-commerce, digital payment options, information technology (IT) strategies, social impacts and policy issues, communication networks, international standards, concepts of hardware, software, and data distribution, security issues, and tools for developing e-commerce systems. Usually offered every term. *Prerequisite:* CSIS-635.

CSIS-645 Software Engineering I (3) Presents techniques and tools in software design and development and applies them to the design and implementation of a large software system. Includes the software life cycle—requirements, design, implementation, testing and debugging, maintenance and documentation; software reliability, portability, and expandability; and user interface. Usually offered every spring. *Prerequisite:* CSIS-521 and CSIS-540, or CSIS-560.

CSIS-648 Software Engineering II (3) This course presents and applies current methods for developing software including principles of design, design of human interfaces, software testing strategies, test suites, integration testing, metrics to support quality, object-orientation issues, and current research and experiments in software development. Usually offered every spring. *Prerequisite:* CSIS-645.

CSIS-646 Computer Network Design and Analysis (3) Design and analysis problems relating to computer communications networks. Capacity assignment techniques are applied to different network topologies. Queuing theory is used to allocate limited network resources. Network design algorithms, routing, and flow control techniques are investigated. Usually offered every spring. *Prerequisite:* CSIS-546.

CSIS-647 Project Management and Project Leadership (3)

An introduction to the technology of project planning and management with emphasis on large-scale projects and programs. View of sources of information concerning funding organizations' practices and procedures as they relate to project execution; planning and scheduling techniques including PERT, CPM, Gantt, and technical performance measurement techniques; and special management problems associated with scientific and technical projects. Offered irregularly. *Prerequisite:* CSIS-511.

CSIS-650 Advanced Project Management with Software

Emphasis (3) Presents the principles and practices of effective management of software intensive projects. Defines the processes involved and their implementation in various organizational contexts. Lectures are supplemented with exercises that illustrate key points regarding the project cycle, the work breakdown structure, team activities, and project status techniques. Offered irregularly. *Prerequisite:* CSIS-511 and CSIS-606, or CSIS-560.

CSIS-661 Telecommunications and Management Information Systems (3)

The relationships of data communications and management information systems. The current state-of-the-art and probable future developments in data communications systems. Usually offered every term. *Prerequisite:* CSIS-511.

CSIS-662 Information Systems Management (3)

The management issues and problems of planning, developing, installing, operating, and maintaining information systems in organizations. Special focus is placed on the connection of managerial and technical resources in organizations. Attention is paid to political, economic, and organizational factors. Usually offered every spring. *Prerequisite:* CSIS-560.

CSIS-663 Intelligent Information Systems (3)

Information systems increasingly use intelligent systems technologies to improve performance and enhance decision making. This survey of current intelligent systems includes expert systems, neural networks, fuzzy systems, genetic algorithms, and case-based reasoning. The integration of these techniques is also covered. Projects using development shells deepen understanding and provide practical experience. Usually offered every spring. *Prerequisite:* CSIS-560 or CSIS-568.

CSIS-665 Analysis and Design Workshop (3)

An advanced information systems course. Students use structured techniques to analyze and design an information system for a real-world organization. Usually offered every fall and spring. *Prerequisite:* CSIS-560, and completion of 27 graduate credit hours.

CSIS-667 Information Engineering (3)

Introduces students to the concepts and tools for developing information systems using an information engineering methodology. Lecture material is illustrated with a semester long project using CASE (Computer Aided Software Engineering) tools. Information engineering is contrasted with the traditional system development lifecycle and structured analysis and design. Usually offered every fall. *Prerequisite:* CSIS-560.

CSIS-668 Data Resources Management (3)

Introduces students to the concepts and techniques of Data Resource Management (DRM), the discipline of managing corporate data as a resource. Includes strategic systems planning, business process modeling, data modeling, and data standardization and adminis-

tration. Identifies and discusses the concerns of DRM. Usually offered every spring. *Prerequisite:* CSIS-511.

CSIS-670 Information Resources Management (3)

Examination of Information Resources Management (IRM), as an emerging field that recognizes information as a valuable resource and as such must be managed like all other resources in an organization. Addresses issues related to information resources planning, acquisition, oversight, and management, and technological issues that influence delivery of information such as hardware, software, and telecommunications. Class discussions, critical reviews of literature in the field, and assignments introduce the concepts and processes of IRM. Usually offered every spring. *Prerequisite:* CSIS-511.

CSIS-680 Advanced Artificial Intelligence (3)

Students investigate and study the most recent advances in Artificial Intelligence, concentrating on reports in research literature. Subjects range over the main subfields of artificial intelligence such as: reasoning and problem solving; knowledge representation and discovery; distributed artificial intelligence, and intelligent information systems. *Prerequisite:* CSIS-568.

CSIS-688 Introduction to Decision Analysis (3)

Decision making may be difficult due to uncertainty, complexity, and conflicting objectives. Decision analysis provides a structured way to approach making decisions. The course introduces the identification of objectives and alternatives, the representation of uncertainty, the psychology of decision, and the use of decision trees, influence diagrams, and computer simulation in decision making. Usually offered every spring. *Prerequisite:* statistics, calculus, and familiarity with spreadsheets.

CSIS-690 Independent Study Project (1-6)

Prerequisite: permission of instructor and department chair.

CSIS-691 Internship (1-6)

Prerequisite: permission of instructor and department chair.

CSIS-692 Cooperative Education Field Experience (3-6)

Prerequisite: permission of department chair and Cooperative Education office.

CSIS-694 Capstone Project (3)

With guidance from their advisor and the project class coordinator, students select an application area in computer science where an open-ended problem can be identified. Students research the literature and current domain solutions in the application area. Projects are documented and defended. *Prerequisite:* Completion of minimum of 24 credits hours of graduate study in computer science.

CSIS-760 Information Systems Seminar (3)

Research seminar requiring a major research paper relevant to the present issues and challenges of the discipline. Students examine current and emerging technological, organizational, economic, and political issues. Critical reading in the literature of the field is required. Usually offered every fall and spring. *Prerequisite:* CSIS-560, and completion of 27 graduate credit hours.

CSIS-797 Master's Thesis Seminar (1-6)

Prerequisite: completion of 24 graduate credit hours and permission of department.

Economics

Undergraduate Courses

ECON-100/ECON-100G Macroeconomics 4:1 (3) An introduction to the basic principles of macroeconomics, stressing national income, unemployment, inflation, economic growth, depression, prosperity, international economics, economic development, alternative approaches to economics, and current issues and controversies. Usually offered every term.

ECON-110/ECON-110G The Global Majority 3:1 (3) Introduction to the plight of less-developed countries, to alternative paths of development, and to the relationships between the more-developed and less-developed countries. The central theme of economic development is based on elementary economic theory. Equally important, human dimensions of development are emphasized through the use of novels and films from less-developed countries. Usually offered every term.

ECON-200/ECON-200G Microeconomics 4:2 (3) The basic principles of microeconomics and their applications; supply and demand, operation of markets, consumer and enterprise behavior, competition and monopoly, income distribution, discrimination, and alternative approaches to economics. Usually offered every term. *Prerequisite for General Education credit:* ECON-100G.

ECON-300 Intermediate Microeconomics (3) Theory of relative prices of commodities and productive services under perfect and imperfect competition. Theory of the firm and consumer demand. Usually offered every term. *Prerequisite:* ECON-100 and ECON-200.

ECON-301 Intermediate Macroeconomics (3) Concepts and theory of national income determination, employment, and economic growth. Usually offered every term. *Prerequisite:* ECON-100 and ECON-200.

ECON-302 Comparative Economic Systems (3) Analysis and comparison of different economic institutions as they affect economic democracy, efficiency, and equity. Case studies of the differences between the French, British, German, Swedish, and Japanese economies, and an evaluation of the historical experience of the formerly "socialist" economies. Usually offered every spring. *Prerequisite:* ECON-100 and ECON-200.

ECON-303 Gender Roles in the Economy (3) Explores the gender dimensions of economic life. For economics majors, an in-depth look at the different roles of men and women in the community, the market, and within the household, and how these are affected by economic and social change. For women's studies and other social sciences majors, the discipline of economics is brought to bear on the study of women's and men's well-being and status in society. Usually offered every fall. *Prerequisite:* ECON-100 and ECON-200.

ECON-304 Labor Economics (3) The application of economic theory to current labor problems, domestic and foreign. Problems include wage theory and wage differentials, training policy, poverty, unemployment and underemployment, discrimination, productivity, industrialization, and union policies. Usually offered every fall. *Prerequisite:* ECON-100, ECON-200, and ECON-300.

ECON-306 Money and Banking (3) The role of money and credit in the economy. The structure and operations of commercial banks. Federal Reserve System and processes and instruments of monetary policy. Nonbanking financial institutions and the structure of financial markets. Elements of monetary theory. "Flow of funds" and its use in monetary analysis. Usually offered every term. *Prerequisite:* ECON-100.

ECON-307 Economic Development (3) Survey of major issues related to and the policies designed to promote economic development. Includes international trade policy, international capital flows, exchange rate policy, inflation, public finance, monetary policy, agriculture, population, and the environment. Usually offered every term. *Prerequisite:* ECON-100 and ECON-200.

ECON-308 Economic History (3) Historical investigation of economic development using Europe and the Third World as case studies. Emphasis is on economic theory to illuminate historical development. Usually offered every fall. *Prerequisite:* ECON-100 and ECON-200.

ECON-309 Public Economics (3) The theory of taxation, public expenditure, and fiscal policy. Comparison of fiscal institutions in the United States and abroad. Government approaches to income redistribution and poverty: negative income tax, family allowances, etc. Usually offered every term. *Prerequisite:* ECON-100 and ECON-200.

ECON-310 Introduction to Econometrics (3) Review of the theory of economic statistics and statistical techniques. Emphasis on applying statistical models to economic data. Regression analysis and estimation of economic models. Includes violations of the basic assumptions of the regression model, dummy variables, and analysis of variance. Index numbers and time series analysis. Usually offered every term. *Prerequisite:* ECON-100, ECON-200, and STAT-202.

ECON-311 International Economics (3) Introduction to the economics of international trade and finance, including why countries trade, commercial trade policies and their effects, balance of payments and the economics of foreign exchange markets, and the operation and effects of fixed and flexible exchange rates. Usually offered every term. *Prerequisite:* ECON-100 and ECON-200.

ECON-312 Competition, Regulation, and Business Strategies (3) Historical and contemporary analysis of industrial market structures and of the behavior of business firms in the United States. The rise of large corporations, monopoly power and its effects on economic and social welfare, control over large corporations, and governmental regulation of business. Usually offered every fall. *Prerequisite:* ECON-100 and ECON-200.

ECON-317 Political Economy (3) Analysis of political economic theories including Veblen, institutionalists, neo-Ricardians, and modern Marxist and American radical dissenters from orthodox neoclassical economic theory, and application of those theories to problems, emphasizing the interdependence of political, economic, and social forces in contemporary societies. Offered irregularly. *Prerequisite:* ECON-100.

ECON-319 United States Economic History (3) The nature and sources of economic growth, the institutional transformation

associated with economic development, and the social and economic consequences of economic change in the United States from the colonial times to the present. Usually offered every spring. *Prerequisite:* ECON-100 and ECON-200.

ECON-320 History of Economic Ideas (3) Exposition and analysis of development of economic theory. Emphasis on tracing evolution of economic theories out of specific historical contexts. Major figures and schools in economic thought from Adam Smith to the present. Attention given to the significance of having a separate body of thought called economics. Offered irregularly. *Prerequisite:* ECON-100.

ECON-325 Social Choice and Economic Justice (3) Conservative, liberal, and radical normative theories. Conflicts between efficiency, equity, and liberty. Major contemporary writers on the "just economy." Institutional constraints, the role of the market, voting paradoxes, and the nature of social choice; concepts of economic rationality; economic justice and contemporary policy. Meets with ECON-625. Usually offered every fall. *Prerequisite:* ECON-200.

ECON-353 Economic Transformation of Central/Eastern Europe (3) Introduces the student to the challenges of transforming from a command economy to the free-market system. Surveys the particular problems and dilemmas faced by individuals and society in the region of Central/Eastern Europe and offers a framework to judge the present successes/failures and to estimate the future. Offered only in Prague. Usually offered every fall.

ECON-358 Economics of the World Regions (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics course examines economic trends and economic policies in regions such as Africa, East Asia, or the Middle East. Focuses on distinctive economic institutions in the particular region, on the interdependencies within regions, and on the role of public policies in economic growth. Meets with ECON-658. Offered irregularly. *Prerequisite:* ECON-100 and ECON-200, or permission of instructor.

ECON-371 International Economics: Trade (3) Theories of international trade and competitiveness; the effects of trade on the economies of importing and exporting countries; analysis of the effects of tariffs and quotas and other nontariff barriers. Also includes multinational corporations, trade and development, customs, unions, and theory of the second best. Usually offered every spring. *Prerequisite:* ECON-300.

ECON-372 International Economics: Finance (3) Determination of income, employment, and inflation in open economies; international impact of monetary-fiscal policies under fixed and flexible exchange rates; theories of exchange-rate determination; and international monetary organization and reform. Usually offered every fall. *Prerequisite:* ECON-301

ECON-375 Economics of Environmental Policy (3) Develops the economic rationale for environmental policies and examines the impact of environmental factors in economic growth. Students learn about the role of markets in generating and solving environmental problems, the analysis of uncertainty and long-term environment impacts, and the use of taxes and regulation aimed at reducing pollution. Usually offered every spring. *Prerequisite:* ECON-100 and ECON-200.

ECON-383, ECON-384 Washington Economic Policy Semester Seminar I (4), II (4) Intensive examination of economic policy making in Washington. Encompasses theoretical analysis of economic problems, extensive readings, on-site discussions with economic policy decision makers, preparation of papers, and presentation of alternative paradigms used to understand economic policy. Usually offered every term.

ECON-385 Washington Economic Policy Semester Internship (4) Experience in pursuing directed research with an organization directly involved in the field of economic policy. Students must also be enrolled in ECON-383 and ECON-384.

ECON-390 Independent Reading Course in Economics (1-6) *Prerequisite:* permission of instructor and department chair.

ECON-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

ECON-398 Honors, Junior Year I (1-6)

ECON-399 Honors, Junior Year II (1-6)

ECON-480 Senior Research Seminar (3) Provides senior economics majors with experience in conducting research projects on important issues relevant to public policy. Includes presentations about research approaches and subjects, lectures by economists conducting policy research, a group project and an individual research project. Close consultation between the faculty member and students on the choice of research project and how best to conduct the research. Students present their findings to the class at the end of the term. Usually offered every spring.

ECON-490 Independent Study Project in Economics (1-6) *Prerequisite:* permission of instructor and department chair.

ECON-491 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

ECON-498 Senior Honors I (3)

ECON-499 Senior Honors II (3)

Graduate and Advanced Undergraduate Courses

ECON-500 Microeconomics (3) Theory of resource allocation and price system; theory of demand, production, and distribution; and market structure and performance. Usually offered every term. *Prerequisite:* ECON-505 (may be taken concurrently) and ECON-300 or ECON-603, or permission of department.

ECON-501 Macroeconomics (3) Keynesian model of income determination; consumption, investment, and interest rate theories; Keynesian and classical systems compared. Usually offered every term. *Prerequisite:* ECON-505 (may be taken concurrently) and ECON-301 or ECON-603, or permission of department.

ECON-505 Introduction to Mathematical Economics (3) Comparative static and comparative dynamic analysis of linear and nonlinear economic models. Usually offered every term. *Prerequisite:* MATH-221 or equivalent.

ECON-511 Theory of Political Economy I (3) Political economy methodology and alternate microeconomic theories, including determination of wage, price, profits and rent, the conflict theory of the firm, critical evaluation of markets and other coordination mechanisms, the economics of race, class, and gender, and

collective action problems and the state. Usually offered every spring. *Prerequisite:* ECON-521 (may be taken concurrently).

ECON-512 Comparative Economic Systems (3) A theoretical and historical evaluation of the effects of different economic institutions and their combinations on economic democracy, efficiency, and equity. Distinctive features of the French, British, German, Swedish, and Japanese economies, as well as the historical experience of the formerly "socialist" economies are emphasized. Usually offered every fall. *Prerequisite:* ECON-300 and ECON-301, or ECON-603.

ECON-521 Mathematical Economic Analysis (3) Mathematical analysis of economic theory and problems. Constrained maxima and minima, linear and nonlinear programming, elementary differential and difference equations, and economic applications. Usually offered every fall. *Prerequisite:* MATH-221 and MATH-222 or equivalent.

ECON-522 Econometrics (3) Theory of economic statistics and development of statistical models to be applied to economic data. Statistical criteria, hypothesis testing, multiple regression analysis, violations of the basic assumptions of regression analysis, and analysis of variance. Computer applications. Usually offered every term. *Prerequisite:* ECON-505 or ECON-521 (may be taken concurrently).

ECON-531 Financial Economics (3) Institutional and theoretical aspects of creating, holding, and exchanging financial assets—money, credit instruments, and equities. The liabilities created by financial intermediaries and the role of government in financial markets. Usually offered every spring. *Prerequisite:* ECON-500 (may be taken concurrently) or equivalent.

ECON-532 Monetary Theory and Policy (3) Relation of money and other financial assets to prices, output, and interest rates. Emphasis on the demand and supply of money and on government monetary policy. Usually offered every fall. *Prerequisite:* ECON-501, and ECON-505 or ECON-521.

ECON-541 Public Economics (3) Rationale for the existence of the public sector. Theory of public goods and taxation. Usually offered every fall. *Prerequisite:* ECON-500 and ECON-501, or permission of instructor.

ECON-546 Industrial Economics (3) The structure of industrial markets and the behavior of business firms. Theoretical and empirical appraisal of welfare implications of alternative market structures and business behavior, both in the United States and abroad. Impacts of international influences on behavior of domestic firms. Usually offered every spring. *Prerequisite:* ECON-300, ECON-500, or ECON-703.

ECON-547 Economics of Antitrust and Regulation (3) Economic analysis of government policies affecting business behavior, with focus on the U.S. economy. In addition to antitrust (or competition) policy and traditional public utility regulation, price and entry regulation in transportation and service sectors, and social (health, safety, and environmental) regulations are also evaluated. Usually offered every summer. *Prerequisite:* ECON-300, ECON-312, ECON-500, or ECON-703.

ECON-552 Economics of Transition (3) Economic policy in formerly centrally planned economies that are attempting to introduce a market system. Review of the record of economics of the

former Soviet Bloc. Emphasis is on applied policy issues such as privatization, freeing prices, property rights, and macroeconomic stabilization. Usually offered every spring. *Prerequisite:* ECON-300 and ECON-301, or ECON-603.

ECON-555 Economic Development of Latin America (3) Overview of post-World War II Latin American economic development; import-substituting industrialization, the growth of the urban informal sector, recurrent balance of payments and fiscal crises, the debt crisis, stabilization and structural adjustment. Economic analysis of principal policy issues: comparative advantage and structure of production, employment generation, foreign capital inflow, privatization, public finance and regional free trade agreements. Usually offered every fall. *Prerequisite:* ECON-301 or ECON-603, or permission of department.

ECON-571 Labor Economics: Theory (3) Contemporary theories of wages, employment, and prices; collective bargaining; the effect of collective bargaining on wages in the American economy; theories and empirical studies of wage differentials. Usually offered every third semester. *Prerequisite:* ECON-300 and ECON-301, or ECON-603.

ECON-574 Women in the Economy (3) Examines feminist economic theories, gender-related measurements and economic indicators, issues of paid and unpaid work, women's participation in economic development, effects of development strategies on women, and related social policy issues. Gives students a background on the economics of gender in preparation for conducting research in the women's studies area. *Prerequisite:* ECON-300 and ECON-301, or ECON-603 or permission of instructor.

ECON-579 Energy Economics, Resources, and the Environment (3) A systematic introduction to the policy issues associated with the changing role of energy and other resources in modern economics. Specifically, a microanalytic approach is used to evaluate complex policy problems associated with economic growth, energy development, and environmental externalities. For graduate students and advanced undergraduate economics majors. Usually offered every fall. *Prerequisite:* ECON-500 or ECON-603.

ECON-580 Environmental and Resource Economics (3) Advanced analysis of environmental and resource economics issues including application of economic theory to the harvesting and valuation of renewable and nonrenewable resources, the role of marketable emissions permits in reducing pollution, the effect of public relief programs on private disaster insurance markets and property development patterns, and contingent valuation methods for measuring environmental damage from manmade disaster and assessing economic liability. Offered irregularly. *Prerequisite:* ECON-500 and ECON-579, or permission of instructor.

ECON-590 Independent Reading Course in Economics (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

ECON-603 Introduction to Economic Theory (3) The major analytical tools of price and income theory. No credit toward degrees in the Department of Economics. Usually offered every term. *Prerequisite:* ECON-100.

ECON-604 Economic Thought (3) Major figures in the history of economic thought, their social and economic thought and tools of analysis they created. Usually offered every fall. *Prerequisite:* ECON-300 and ECON-301, or ECON-603.

ECON-607 United States Economic History (3) The pace and structure of economic growth, the institutional transformations involved in economic development, and the social and economic consequences of economic change in the United States since colonial times. Focus is on a variety of causal models and methods for explaining economic and institutional change. Usually offered every other spring. *Prerequisite:* ECON-100 and ECON-200.

ECON-608 Economic History of Europe and the World (3) Origins and development of capitalism in Western Europe. Impact of the rise of capitalism on the European periphery and the Third World. Emphasis on the use of political economic theory to explain different historical evolutionary paths. Usually offered every other spring. *Prerequisite:* permission of department.

ECON-610 Cost-Benefit Analysis (3) In-depth coverage of social benefit/cost analysis of investment projects in LDCs with particular coverage of identification of national benefits and costs as well as alternative shadow pricing techniques. Hands-on analysis of several investment projects with use of PC-based computational aides. Usually offered every spring. *Prerequisite:* ECON-551, ECON-611 or ECON-671, or permission of instructor.

ECON-611 Survey of International Economics (3) International trade theory and international monetary economics for graduate students in other departments. Emphasis on policy applications. Primarily for M.A. students not taking the comprehensive examination in International Economics. Usually offered every spring. *Prerequisite:* ECON-300 and ECON-301, or ECON-603.

ECON-625 Social Choice and Economic Justice (3) Conservative, liberal, and radical normative theories. Conflicts between efficiency, equity, and liberty. Major contemporary writers on the "just economy." Institutional constraints, the role of the market, voting paradoxes, and the nature of social choice. Concepts of economic rationality. Economic justice and contemporary policy. Meets with ECON-325. Usually offered every fall. *Prerequisite:* ECON-500 or ECON-703.

ECON-631 Development Finance and Banking (3) Alternative approaches to understanding the role of finance and banking in economic development and analysis of the interaction between international and domestic capital markets, as well as between the formal banking sector and the informal financial sector of developing economies. The role of development banks, multilateral institutions and governments in financial market operations. Examines the effect of financial policy reforms and regulations on the performance of financial markets. Usually offered every spring. *Prerequisite:* ECON-500 and ECON-501, which may be taken concurrently.

ECON-635 International Capital Markets Workshop (3) A practical study approach to borrowing in major world financial markets. Surveys the technical elements necessary for borrowers and investors to operate in the fixed income securities markets. Emphasis on credit worthiness analysis and rating of public and

private borrowers, design of prospectus, registration, pricing, flotation and marketing of public bond issues. The long term financing decision-making tools and risk management mechanisms available to financial managers. Analysis of primary and secondary markets and transactions in specific international bond markets. Usually offered every fall. *Prerequisite:* ECON-531 (may be taken concurrently) and ECON-632, or permission of instructor.

ECON-641 Policy Issues in Financial Economics (3) Applications of the tools of finance to such public policies as government loan guarantees, insuring pensions, bank regulation and deposit insurance, discriminatory lending, and corporate ownership and management. Students make oral presentations and hear guest lectures by policymakers dealing with financial economic issues. Usually offered every fall. *Prerequisite:* ECON-500, ECON-531 and ECON-541.

ECON-658 Economics of the World Regions (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics course examines economic trends and economic policies in regions such as Africa, East Asia, or the Middle East. Focuses on distinctive economic institutions in the particular region, on the interdependencies within regions, and on the role of public policies in economic growth. Meets with ECON-358. Offered irregularly. *Prerequisite:* ECON-300 and ECON-301, or ECON-603 or permission of instructor.

ECON-661 Survey of Economic Development (3) Major topics in the field of development economics with an emphasis on the evolution of the field since the mid-twentieth century. The course examines important topics in economic development and illustrates the application of economic techniques to development issues. No credit toward degrees in the Department of Economics. Usually offered every term. *Prerequisite:* ECON-603 or equivalent.

ECON-662 Development Microeconomics (3) Examines the meaning and measures of economic development. Explores theoretical and empirical work of development issues at micro and meso levels. These include poverty traps, coordination failures, credit and labor market imperfections, microcredit and cooperatives, health, human capital accumulation, gender, population, property rights, and transaction costs, and the economics of the household. Usually offered every fall. *Prerequisite:* ECON-500 and ECON-501 or equivalents.

ECON-671 International Economics: Trade (3) Classical, neoclassical, and alternative theories of the gains from trade and the determination of the pattern of trade. Analysis of the welfare effects of trade policies. Modern theories of trade with increasing returns and imperfect competition; strategic trade policy. Primarily for M.A. and Ph.D. students taking the comprehensive examination in international economics. Usually offered every fall. *Prerequisite:* ECON-505 or ECON-521, and ECON-500 or ECON-703.

ECON-672 International Economics: Finance (3) International monetary economics and open-economy macroeconomics. Balance-of-payments adjustment, exchange-rate determination, capital mobility, and the international monetary system. Primarily for M.A. and Ph.D. students taking the compre-

hensive examination in international economics. Usually offered every spring. *Prerequisite:* ECON-505 or ECON-521, and ECON-501 or ECON-702.

ECON-690 Independent Study Project in Economics (1-6) *Prerequisite:* permission of instructor and department chair.

ECON-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

ECON-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

ECON-702 Macroeconomic Analysis I (3) Analysis of determinants of aggregate demand and supply and their interactions in closed and open economies. Theoretical and empirical analysis of sectoral relations including consumption, investment, government, foreign sector, and demand and supply for money. Usually offered every spring. *Prerequisite:* ECON-505 or ECON-521 (may be taken concurrently); concurrent enrollment in ECON-721 is recommended.

ECON-703 Microeconomic Analysis I (3) Theories of demand, market structure and performance, production and distribution, cost and supply. Introduction to general equilibrium analysis. Usually offered every fall. *Prerequisite:* ECON-521 (may be taken concurrently).

ECON-711 Theory of Political Economy II (3) Alternative theories of income distribution and economic growth (classical, neo-classical, neo-Marxian, neo-Keynesian, and neo-Kaleckian). Macroeconomic models in the post-Keynesian tradition are compared with mainstream neoclassical models. Includes causes of unemployment, conflicting claims inflation, endogenous money, saving and investment, financial crises, fiscal policy, technological change, long-run growth, and open economy extensions. Usually offered every fall. *Prerequisite:* ECON-511, ECON-501 or ECON-702, or permission of instructor.

ECON-712 Macroeconomic Analysis II (3) Recent developments in macrotheory (monetarist to new classical school) and macrodynamics, including theory of growth and fluctuation and theory of income distribution. Usually offered every fall. *Prerequisite:* ECON-702, ECON-505 or ECON-521, and ECON-522 or ECON-723 (may be taken concurrently).

ECON-713 Microeconomic Analysis II (3) An advanced treatment of general equilibrium; consumer theory, theory of the firm, moral hazard, and adverse selection; and welfare and public policy. Usually offered every spring. *Prerequisite:* ECON-703, and ECON-505 or ECON-521.

ECON-721 Advanced Mathematical Economic Analysis (3) Systems of difference and differential equations, dynamic optimization techniques such as calculus of variations and optimal control theory, and economic applications. Usually offered every spring. *Prerequisite:* ECON-521.

ECON-723 Econometric Methods (3) Multivariate regression models and the variations on the standard model, including serial correlation, heteroskedasticity, multicollinearity, and stochastic regressors. Introduction to estimation and identification issues in simultaneous equation models. Use of regression software. Usually offered every spring. *Prerequisite:* STAT-502.

ECON-724 Advanced Econometric Methods (3) Extension of econometric theory and applications, including maximum likelihood methods, asymptotic theory, introduction to panel-data and time-series issues. Assessment of econometric models and their use. Usually offered every fall. *Prerequisite:* STAT-502 and ECON-723.

ECON-742 Seminar in Financial Economics and Public Policy (3) Capstone seminar for the M.A. in Financial Economics and Public Policy. Building on ECON-641, students conduct research on current public policy problems dealing with the regulation of financial markets. Research subjects may include the design of deposit insurance programs, moral hazard and adverse selection in public insurance programs, credit rationing, lending discrimination and loan redlining practices, regulation of trade in derivative securities, and risk associated with international integration of payments systems. Usually offered every spring. *Prerequisite:* ECON-641.

ECON-774 Seminar in Economic Thought (3) The history of economic thought with emphasis on problems of methodology and philosophy. Usually offered alternate springs. *Prerequisite:* ECON-504.

ECON-778 Seminar in Economic History (3) Selected issues and research in American and European economic history. Offered irregularly. *Prerequisite:* ECON-507 or ECON-508.

ECON-781 Seminar in Empirical Political Economy (3) Topics vary by section, may be repeated for credit with different topic. Advanced analysis of selected topics in political economy for doctoral students. Usually offered every spring. *Prerequisite:* ECON-511 and ECON-711, or permission of department

ECON-782 Seminar in Empirical Macroeconomics (3) Advanced macroeconomics and income theory with emphasis given to empirical implications and to econometric procedures available for testing these implications. Includes stylized facts about economic growth and business cycles and applications of time-series econometric techniques to macroeconomic concerns. Usually offered alternate springs. *Prerequisite:* ECON-712, or ECON-711 and ECON-724, or permission of the department.

ECON-783 Seminar in Empirical Microeconomics (3) Advanced microeconomics and price theory with emphasis given to empirical implications and to econometric procedures available for testing these implications. Includes model specifications, diagnostic techniques, limited dependent variables, and panel data. Usually offered alternate springs. *Prerequisite:* ECON-713, or ECON-511 and ECON-724, or permission of the department.

ECON-784 Seminar in International Trade and Finance (3) Advanced issues in international trade and finance. Seminar focuses on empirical research-oriented papers. Research paper is required. Usually offered every spring. *Prerequisite:* ECON-671, ECON-672 (may be taken concurrently), and ECON-310, ECON-522 or ECON-723.

ECON-788 Seminar in Economic Development (3) Research seminar involving an in-depth treatment of selected subjects. Research paper required. Usually offered every fall. *Prerequisite:* ECON-660 or ECON-661.

ECON-790 Seminar in Labor Economics (3) Public policy toward labor unions; the economics of human capital; measure-

ment and analysis of income distribution; poverty measurement and analysis; unemployment and manpower policy; issues in labor policy. Usually offered alternate springs. *Prerequisite:* ECON-500 and ECON-501.

ECON-797 Independent Research: Master's Thesis Seminar (1-6)

ECON-799 Independent Research: Doctoral Dissertation Seminar (1-24)

Education

Undergraduate Courses

EDU-200/EDU-200G Schools and Society 4:2 (3) A multidimensional view of schools, teachers, and students. This social and intellectual foundation serves as a basis for studying contemporary education and the issues of racism, sexism, finance, governance, innovations, and the social context of American education. Lectures, discussion groups, and independent projects. Usually offered every term. *Prerequisite for General Education credit:* SOCY-100G.

EDU-212 Methodology of Sign Language (3) The principles of manual communication and some principles of American Sign Language (ASL) are introduced. Learning signs and gaining expressive and receptive skills are stressed. Usually offered every spring and fall.

EDU-240 Analysis of Experiential Learning (3) A review of contemporary theories and research in adult development and learning that provides students with the context to identify, analyze, and synthesize prior experiential learning. Final product is a portfolio that documents such learning. Usually offered every term. May be taken pass/fail only. *Prerequisite:* enrollment limited to students in the AEL program.

EDU-250 Mathematics for Elementary School Teachers (3) Basic mathematical concepts are considered, providing an understanding of the structure of elementary school mathematics. Tutorial experiences encouraged. Usually offered every spring. *Prerequisite:* completion of University Mathematics Requirement and EDU-320.

EDU-280 Education for Social Justice (3) Analysis of the nature and impact of race, class, gender, and exceptionality in education. Emphasis on how schools have served as vehicles of oppression and opportunity for social groups in our society. Engagement in change agency to promote social justice in schools and society. Usually offered alternate falls.

EDU-319 Children's Literature: Multicultural and International Approaches (3) Analysis of various genres of children's literature and of the way contemporary issues are reflected in children's books from preschool through adolescence. Includes the portrayal of minority groups, women, the elderly, those from different cultures, changing family lifestyles, death and dying, and the international concerns of war and peace. Usually offered every spring.

EDU-320 Psychology of Education (3) Psychological and sociological concepts of learning taught through the study of the child from the prenatal period through adolescence. Includes pupil evaluation, parental involvement, development of cognitive

skills, management and motivation of students, self-concept, and individual differences. Usually offered every term.

EDU-321 Field Experience: Observation and Analysis (1) Observation and analysis of diverse school settings, examining philosophies, curriculum, and teacher and administrator roles, using informal and formal means of data collection with particular emphasis on classroom interactions. Usually offered every fall and spring. May be taken pass/fail only.

EDU-330 Instructional Strategies and Teaching Methods (3) Introduction to research on equity and effectiveness in teaching. Emphasis on development of instructional objectives and speech and presentation skills. General teaching methods: questioning, classroom management, evaluation, and academic learning time. Students demonstrate teaching skills in clinical settings. Usually offered every fall. *Prerequisite:* EDU-200, EDU-320, and EDU-321.

EDU-362 Classroom Management (3) Preservice teachers learn about the instructional and behavioral components of classroom management. Students gain skills in assessing behavior problems, planning interventions, implementing various strategies, and evaluating the effectiveness of interventions. Special attention is given to diverse populations of students, including exceptional needs, different cultural backgrounds, English as a second language, and low socio-economic backgrounds. Usually offered every fall and summer.

EDU-371 Foundations of Reading Instruction (3) This course explores the fundamentals of literacy instruction. Attention is given to theories, concepts, principles and research which inform literacy instruction. Special attention is given to the emergent reader, the ESL student, and the political, social, cultural and technological influences on literacy instruction. Usually offered every spring. *Prerequisite:* EDU-200, EDU-320, and EDU-321.

EDU-390 Independent Reading Course in Education (1-6) *Prerequisite:* permission of instructor and SOE dean.

EDU-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of SOE dean and Cooperative Education office.

EDU-402 Methods of Teaching Children with Learning Disabilities (3) An introduction to special education with emphasis on learning disabilities. Attention to perceptual and cognitive development of children, adolescents, and adults with learning disabilities. Emphasis on teaching through children's strengths and interests, meeting their special needs, and techniques of management of behavior. Usually offered alternate springs.

EDU-490 Independent Study Project in Education (1-6) *Prerequisite:* permission of instructor and SOE dean.

EDU-491 Internship in Education (3-9) Students participate in the professional activities of selected educational organizations or agencies in the Washington, D.C. area. Students gain experience in nonteaching occupations that are integrally related to education and gain skills in educational research and curriculum or program development and dissemination. *Prerequisite:* permission of director of the internship program and SOE dean.

EDU-492 Service Learning in Teacher Education (1) Students participate in school and community organizations and agencies. Exploration of the principles of service learning and application

of classroom theory in the community. Special attention is paid to providing equitable learning environments. Students must complete a minimum of 40 hours in the community placement and attend three on-campus seminars. May be taken pass/fail only. Usually offered every term.

EDU-499 Student Teaching (12) Student teaching in elementary and secondary classrooms as appropriate to student interest and professional preparation. Student teaching includes observation, planning, teaching, and conferences with cooperating teachers and university supervisors. Required bi-weekly seminars focus on relevant teaching and educational issues. Preparation of a professional portfolio for initial teacher licensure (certification) is required. Students provide their own transportation. Usually offered every fall and spring. *Prerequisite:* successful completion of appropriate methods courses, satisfaction of the School of Education's policy regarding ongoing assessment of academic and professional performance, and permission of SOE advisor.

Graduate and Advanced Undergraduate Courses

EDU-502 Methods of Managing Pupils with Behavior Disorders (3) Psychoeducational methods of understanding and managing inappropriate classroom behavior. Techniques such as groups, problem solving, role playing, and videotape analysis of behavior. Usually offered every fall and summer.

EDU-519 The Uses of Technology in Education (3) An introduction to computer literacy focusing on the effective use of technology in teaching and educational management. The course emphasizes criteria for evaluating software; using technology for effective teaching; and applying technology to strengthen management systems. Also provides students hands-on experience with a broad range of software and practical experience in applying technology to teaching and management. Usually offered every fall.

EDU-520 Reading, Writing, and Literature across the Curriculum (3) Strategies and approaches appropriate for implementing reading and writing assignments for any content area are presented and practiced. Literature relative to each content area is explored and connected to learnings. Reading assignments, practical course competencies, and opportunities to integrate the three areas are included. Usually offered every spring.

EDU-521 Foundations of Education (3) An overview of the historical, philosophical, political, and social foundations of American education. Contemporary issues in American education are addressed including curriculum reform, the reform reports, school governance, school law, and school finance. Usually offered every summer.

EDU-522 Principles of Effective Methods and Instruction (3) An in-depth examination of the methods and competencies necessary for teaching in middle and secondary schools, including instructional planning, writing objectives, lesson presentation, questioning, interpersonal communication, classroom management, lecturing, and evaluation. Students provide their own transportation. Usually offered every fall.

EDU-525 Principles of Educational Assessment and Testing (3) This course provides an overview of assessment measures and processes used in educational settings, including standardized tests used for administrative and counseling purposes; test con-

struction and criterion-referenced measurement for instruction; and issues such as authentic assessments and portfolios, ethical concerns, and the uses of tests for educational research. Usually offered every spring.

EDU-540 Methods and Materials in Secondary Education: English, Social Studies, Mathematics, Science, and Foreign Languages (3) Specific methods, materials, and applications to special school subjects. Includes laboratory experiences in the university classroom and area secondary schools and bi-weekly seminars. Analysis of practical experience with respect to current literature. Students provide their own transportation. Usually offered every fall. *Prerequisite:* admission to the Teacher Education program and permission of SOE advisor.

EDU-541 Foundations of Special Education for Exceptional Children (3) Characteristics of exceptional children and of problems in providing educational programs to meet their needs. Usually offered every spring.

EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3) An experiential course treating a variety of handicapping conditions and introducing a panoply of art forms. Students learn to program for success in each art form by building on the abilities, strengths, and interests of each disabled person, systematically programming academic material into arts activities, and teaching socialization and life skills. Usually offered every fall.

EDU-551 Counseling Skills in Training and Development (3) The development of basic counseling and interviewing skills needed to assist in individual development through the life span, with an emphasis on adult social, personal, and career development. Usually offered alternate falls.

EDU-552 Teaching Mathematics in Elementary Education (3) Materials and methods for teaching mathematics. Emphasis on the analysis of current research and effective mathematics instruction. Laboratory experiences in the university classroom and in area elementary schools. Students provide their own transportation. Usually offered every fall. *Prerequisite:* EDU-200, EDU-250, EDU-319, EDU-320, EDU-321, EDU-330, EDU-362, EDU-371, and EDU-541 or EDU-545, admission to the Teacher Education program and permission of SOE advisor. Must be taken concurrently with EDU-553, EDU-554, EDU-555, and EDU-556.

EDU-553 Teaching Language Arts in Elementary Education (3) Strategies for teaching language arts in elementary school. Emphasis is on teaching reading, speaking, and writing skills to elementary school students with special attention to the most current research in language arts instruction. Practical application in local elementary schools. Students provide their own transportation. Usually offered every fall. *Prerequisite:* EDU-200, EDU-250, EDU-319, EDU-320, EDU-321, EDU-330, EDU-362, EDU-371, and EDU-541 or EDU-545, admission to the Teacher Education program and permission of SOE advisor. Must be taken concurrently with EDU-552, EDU-554, EDU-555, and EDU-556.

EDU-554 Teaching Social Studies in Elementary Education (3) Lecture, discussion, and practical application of materials and skills for social studies education of children through grade six.

Emphasis on the analysis of current research in effective social studies teaching. Field work in local schools. Students provide their own transportation. Usually offered every fall. *Prerequisite:* EDU-200, EDU-250, EDU-319, EDU-320, EDU-321, EDU-330, EDU-362, EDU-371, and EDU-541 or EDU-545, admission to the Teacher Education program and permission of SOE advisor. Must be taken concurrently with EDU-552, EDU-553, EDU-555, and EDU-556.

EDU-555 Teaching Reading in Elementary Education (3) Through participation in the university classroom and subsequent application of knowledge in the field, students learn the major reading approaches and accompanying materials currently used in elementary schools. Emphasis on the analysis of current research in effective reading instruction. Field work and practice teaching in local schools. Students provide their own transportation. Usually offered every fall. *Prerequisite:* EDU-200, EDU-250, EDU-319, EDU-320, EDU-321, EDU-330, EDU-362, EDU-371, and EDU-541 or EDU-545, admission to the Teacher Education program and permission of SOE advisor. Must be taken concurrently with EDU-552, EDU-553, EDU-554, and EDU-556.

EDU-556 Teaching Science in Elementary Education (3) Methods, materials, and curriculums used in elementary school science; basic laboratory skills, safety and legal aspects. Field trips and field experiences. A practicum in the schools included. Usually offered every fall. *Prerequisite:* EDU-200, EDU-250, EDU-319, EDU-320, EDU-321, EDU-330, EDU-362, EDU-371, and EDU-541 or EDU-545, admission to the Teacher Education program and permission of SOE advisor. Must be taken concurrently with EDU-552, EDU-553, EDU-554, and EDU-555.

EDU-560 Advanced Technology in Education (3) Students gain hands-on experience with current and emerging applications including system server architecture, application programming, product development, and project evaluation. Emphasis on informed, data-based decision making as a guide to identification, purchase, and assessment of expert services and equipment, and development of skills to enact and administer specific solutions. Usually offered every spring. *Prerequisite:* EDU-519 or permission of instructor.

EDU-590 Independent Reading Course in Education (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

EDU-601 Elementary Education Teaching Methods: Science, Reading, and Language Arts (9) An interdisciplinary teaching methods course with emphasis on current national and state curriculum standards. In-depth examination of the methods and competencies necessary for teaching, including instructional planning, writing objectives, lesson presentation, questioning, curriculum integration, classroom management, and assessment. Includes laboratory experiences in the university classroom, area elementary classrooms, or other appropriate educational setting. *Prerequisite:* admission to M.A.T. program and permission of SOE advisor.

EDU-602 Elementary Education Teaching Methods: Social Studies and Mathematics (9) An interdisciplinary teaching

methods course with emphasis on current national and state curriculum standards. In-depth examination of advanced methods and competencies necessary for teaching, including project-based instructional planning, writing performance-based objectives, lesson presentation, questioning, curriculum integration, classroom management, and portfolio development and assessment. Includes laboratory experiences in the university classroom, area elementary classrooms, or other appropriate educational setting. Students complete an action research project. *Prerequisite:* admission to M.A.T. program and permission of SOE advisor.

EDU-605 Methods of Psychoeducational Assessment for Learning Disabilities and Emotional Disturbance (3) Critical issues and concepts in the measurement of behavior, data interpretation, and follow-up evaluation for learning-disabled and emotionally disturbed children and adolescents. Usually offered every spring. *Prerequisite:* EDU-645.

EDU-606 Theories and Methods in Diagnostic and Remedial Mathematics (3) Readings, demonstrations, educational games, and laboratory exercises. The material is implemented in trainees' classroom. Usually offered every spring.

EDU-607 Research Seminar in Special Education (3) A review of basic research designs used in special education, with emphasis on developing an interdisciplinary research case study. Usually offered every fall. *Prerequisite:* permission of instructor.

EDU-610 Methods of Inquiry: Utilizing Information Effectively (3) Examines how qualitative and quantitative research is utilized to understand complex issues. Explores how research shapes and influences educational policy and practice, how individuals evaluate the efficacy of research information received, and how they make informed choices and decisions when initiating research by themselves or others. Usually offered every fall.

EDU-611 Formative Ideas of Contemporary Education (3) Analysis of turning-point social and educational thought and research instrumental in shaping modern educational institutions, their cultures, policies, and practices. Social ideas and educational research and philosophy are linked to institutional values, policy and practice, and to contemporary educational issues such as equity, multiculturalism, and global education. Usually offered every spring.

EDU-612 Equity and Educational Opportunity (3) An inquiry into the meaning of equity, emphasizing the concepts of "equity of conditions" and "equity of outcomes" and their implications for education policy and practice. The course considers theoretical and research-based perspectives on the relationship between social inequity and educational opportunity, and the roles and responsibilities of schools as agents of cultural transmission and opportunity. Usually offered every spring.

EDU-613 Cultural Factors in Higher Education (3) Study of college students and their culture. Emphasis on assessment and evaluation of phenomena in the collegiate setting to gain insight into cultural dynamics that bear on student development. Usually offered every spring.

EDU-615 Functions of Education in Social and Historical Perspectives (3) Examines the historic and contemporary role and structure of American educational systems. Assesses the

broad social functions of education through consideration of its societal impact as a transmitter of culture, agent for socialization and opportunity, and catalyst for individual and social betterment. Usually offered every fall.

EDU-619 Children's Literature: A Critical Literacy Approach (3) Students read and analyze children's books from a critical literacy perspective to explore how the language and visual images in books construct particular versions of the world. Global issues of diversity, difference, privilege, disadvantage, power, and control are explored. Usually offered every spring.

EDU-620 Theories of Educational Psychology and Human Development (3) Surveys research literature in learning and human development with an emphasis on the role of educators as decision makers and change agents who are knowledgeable about diversity and multiculturalism. Emphasizes the role today's educators play on advancing knowledge about instructional technology, human relations, time management, principles of growth and development, and the processes of memory and cognition. Usually offered every spring and summer.

EDU-625 Global Education (3) This course deals with the role of American education in an interdependent world, examining both the multicultural character of American classrooms and the international dimensions of the American school curriculum. It explores such issues as ethnocentrism, empathy, and global awareness, including an analysis of educational materials and methods useful in treating these issues. A special emphasis is placed on developing skills for cross-cultural understanding and communication. Usually offered every spring.

EDU-631 Fundamentals of Management in Educational Organizations (3) Overview of the general characteristics of organizations and organizational change, and the roles and tasks of managers, with emphasis on the distinctive nature of educational organizations. Analysis of the organizational issues faced in providing quality education, and the managerial and leadership skills necessary to operate effectively in educational organizations. Usually offered every fall.

EDU-632 Case Studies in Educational Management (3) A case-study approach to examining administrative, managerial, and leadership issues in educational institutions. The course focuses on developing problem solving skills through the analysis of specific incidents, programs, and practices. May be repeated once for credit; case studies must be different. Usually offered every summer. *Prerequisite:* EDU-631.

EDU-633 Financing Educational Systems (3) Principles and practices of financing public education programs at federal, state, and local levels. Taxes, bonds, budgets, purchasing systems, accounting systems, and other aspects of school business administration are covered. Usually offered every spring.

EDU-634 Education and Public Policy (3) Examines the major public policy issues in American education: equity, excellence and efficiency. Emphasizes theories and techniques of policy analysis, including implementation strategies, cost/benefit analysis, and evaluation. Usually offered every spring.

EDU-639 Effective Leadership Skills (3) A theory-based, skills-oriented workshop for administrators, dealing with concepts of administrative effectiveness, administrative style aware-

ness, style flexibility, situational diagnosis skills, and team skills. Usually offered every spring. *Prerequisite:* EDU-631.

EDU-640 Rotating Topics in Adult and Experiential Learning (3) Topics vary by section, may be repeated for credit with different topic. Focuses on the experiences and participation of adults as learners. Topics include institutional responses to the increased participation of adults; instructional strategies and curriculum development for adult learners; the efficacy and implementation of experiential learning; and the concepts and practices of adult learning theory. Usually offered every term.

EDU-644 Language Development and Remediation (3) How does one learn to use language to express thoughts and feelings? How does one teach a learning-disabled child to communicate effectively? This course discusses the developmental sequence of language learning, the nature of language disorders, diagnostic assessment of language disorders, and remedial techniques. Usually offered every fall.

EDU-645 Learning Disabilities I (3) Examines neurological and developmental aspects of learning disabilities. Usually offered every fall. *Prerequisite:* permission of instructor.

EDU-646 Learning Disabilities II (3) Develops diagnostic capabilities in order to select and design materials and programs for learning-disabled children and youth. Special problems of learning-disabled adolescents and adults are studied in depth. Post-secondary education, career awareness, and career development approaches and programs are represented. Counseling techniques for parents and mainstream teachers are addressed. Usually offered every spring. *Prerequisite:* EDU-645.

EDU-662 Classroom Management (3) Preservice teachers learn about the instructional and behavioral components of classroom management. Students gain skills in assessing behavior problems, planning interventions, implementing various strategies, and evaluating the effectiveness of interventions. Special attention is given to diverse populations of students, including exceptional needs, different cultural backgrounds, English as a second language, and low socio-economic backgrounds. Usually offered every summer and fall.

EDU-666 Legal Issues in Education (3) For advanced graduate students. Study of student-institution relationship, institutional judicial systems, student rights, records, and due-process issues. Usually offered in alternate years.

EDU-671 Foundations of Reading: Diagnosis and Remediation (3) Broad considerations underlying the teaching of reading with emphasis on reading disability and problems of the disabled reader. Usually offered every fall and summer.

EDU-678 Comparative and International Education (3) Examines education as a social institution that both reflects and influences social, economic, and political life in nation states and globally. Emphasizes the role of education as an engine for change in the Third World. Organized around a logical framework of analysis, sometimes called the Sector Assessment Format, this course analyzes and compares educational systems by examining issues of access, equity, international efficiency, quality, and external efficiency. Offered irregularly.

EDU-690 Independent Study Project in Education (1-6) *Prerequisite:* permission of instructor and department chair.

EDU-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

EDU-693 Personnel and Program Evaluation (3) Develops the systematic skills needed to conduct evaluations of training and development programs in various educational and organizational settings. Usually offered every spring.

EDU-699 Student Teaching (6) Student teaching in elementary, secondary, and ESOL classrooms as appropriate to student interest and professional preparation. Student teaching includes observation, planning, teaching, and conferences with cooperating teachers and university supervisors. Required bi-weekly seminars focus on relevant teaching and educational issues. In addition to the preparation of a professional portfolio for initial teacher licensure (certification), students must complete an action research project. Students provide their own transportation. Usually offered every fall and spring. *Prerequisite:* successful completion of appropriate methods courses, satisfaction of the School of Education's policy regarding ongoing assessment of academic and professional performance, and permission of SOE advisor.

EDU-765 Seminar in Educational Leadership (3) Analysis and integration of major theoretical approaches of educational leadership. Emphasis is on current research about educational leadership and critical examination of current issues and problems facing educational leaders. Usually offered every spring.

EDU-789 Qualitative Research in Education (3) Analysis of and practice in the design and development of qualitative educational research. Emphasizes the nature and function of educational research; the epistemological, social, and value assumptions and issues in educational research; the nature and function of specific approaches to qualitative research; attributes of exemplary qualitative research in education; and ethical concerns and principles. Usually offered every summer. *Prerequisite:* EDU-610.

EDU-790 Quantitative Research in Education (3) Analysis of and practice in the design of quantitative educational research. Emphasizes the nature and function of quantitative data gathering and analysis and the statistical approaches and techniques utilized to obtain particular outcomes. Usually offered every spring. *Prerequisite:* EDU-610.

EDU-792 In-Service Training Project: Internship in Education (3-9) Internships in cooperating school systems, colleges and universities, and other agencies and organizations as an integral part of degree programs in the School of Education. May be repeated for credit. Usually offered every term.

EDU-797 Master's Thesis Seminar (1-6)

EDU-798 Proseminar in Education (1-2) School of Education full-time faculty present their own research to doctoral students to demonstrate both the variety of disciplinary and methodological approaches to educational research, and to indicate the areas of their current research. Sessions are also devoted to a review of research and statistical methodologies. Usually offered every fall. *Prerequisite:* admission to Ph.D. in Education, or master's students with permission of dean. *Note:* may be taken pass/fail only.

EDU-799 Doctoral Dissertation Seminar (1-9) Students with approved dissertation proposals continue their research, analysis,

and writing in a learning environment which provides faculty supervision and peer support. Emphases include editing, organization, and analytic and interpretive techniques to complete a dissertation. Students may enroll for up to 3 credit hours prior to the dissertation proposal. May be taken pass/fail only. *Prerequisite:* advancement to candidacy.

English Language Institute

ELI-014 Basic Reading and Writing Skills (0) Taken with ELI-016; this course is intended for students with little or no prior exposure to English. Emphasizes vocabulary recognition, understanding basic sentence patterns, and the use of vocabulary and grammar in exercises related to class readings. Offered irregularly. **No academic credit is received for this course.** *Prerequisite:* placement test.

ELI-016 Basic Listening and Speaking Skills (0) Taken with ELI-014; this course is intended for students with little or no prior exposure to English. Emphasizes effective oral communication to express basic everyday wants and needs, understanding English spoken at less than normal speed, and speaking English with a minimally acceptable level of phonetic accuracy. Offered irregularly. **No academic credit is received for this course.** *Prerequisite:* placement test.

ELI-020 Low-Intermediate Grammar Workshop (0) This course is intended for students with a basic command of English. Emphasis is on variations of basic sentence patterns and grammatical features of low-intermediate level reading, writing, listening, and speaking. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* placement test or ELI-014 and ELI-016.

ELI-024 Low-Intermediate Reading and Writing Skills (0) This course emphasizes vocabulary development and reading skills using short, simple texts, and practice in the conventions of written English through related exercises. Low-intermediate grammar appropriate to specific reading and writing tasks is integrated into the course. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* placement test or ELI-014 and ELI-016.

ELI-026 Low-Intermediate Listening and Speaking Skills (0) This course emphasizes pronunciation, conversational ability, and listening comprehension skills, and also includes related grammar. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* placement test or ELI-014 and ELI-016.

ELI-034 Intermediate Reading and Writing Skills (0) Reading with emphasis on comprehension of main ideas and supporting details, organization of texts, and vocabulary expansion. Students address themes in the readings and discussions with focus on writing expanded sentence patterns in paragraphs. Relevant grammar is also integrated into the course. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* placement test or ELI-024.

ELI-036 Intermediate Listening and Speaking Skills (0) This course emphasizes pronunciation, comprehension of relatively long passages at normal conversational speed, lecture note-taking, and simple oral presentations on a variety of subjects.

Some grammar of spoken English is also included. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* placement test or ELI-026.

ELI-037 Intermediate Academic Strategies (0) Topics vary by section; students enroll in two seven-week modules offered back-to-back each semester. Students develop basic familiarity with American academic culture including attendance, punctuality, classroom culture, and teacher expectations, and fundamental strategies for academic success such as understanding assignments and asking questions. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* recommendation of ELI.

ELI-038 Intermediate Elective Topics (0) Topics vary by section; students enroll in two seven-week modules offered back-to-back each semester. Students develop communicative proficiency by applying English skills to various topics, such as common American customs and values and English on the Internet. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* recommendation of ELI.

ELI-044 High-Intermediate Reading and Writing Skills (0) Reading with emphasis on comprehension of academic texts and newspaper articles, increasing reading speed, developing reading strategies, and academic vocabulary expansion. Students address themes from the readings and discussions with focus on paragraph development, beginning essay writing, and proofreading. Relevant grammar is also integrated into the course. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* placement test or ELI-034.

ELI-046 High-Intermediate Listening and Speaking Skills (0) This course focuses on comprehension of academic discourse, taking lecture notes, participating in panel discussions, and giving well-organized and extended oral presentations using appropriate technology and other visual aids. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* placement test or ELI-036.

ELI-047 High-Intermediate Academic Strategies (0) Topics vary by section; students enroll in two seven-week modules offered back-to-back each semester. Students refine and extend their use of academic strategies including proactive class participation, time management, study groups, and critical thinking. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* recommendation of ELI.

ELI-048 High-Intermediate Elective Topics (0) Topics vary by section; students enroll in two seven-week modules offered back-to-back each semester. Students refine and extend communicative proficiency by working with nuances and complexities of English while studying various topics, such as American social issues and English through film. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* recommendation of ELI.

ELI-050 Advanced Undergraduate Writing and Critical Reading (0) This course highlights analytical reading of academic texts and newspaper and magazine/journal articles. Issues from the readings and discussions are addressed through writing essays, arguments, and reaction papers. Also includes library and Internet research. Usually offered every term. **No academic**

credit is received for this course. *Prerequisite:* placement test or ELI-044.

ELI-051 Advanced Undergraduate Writing (0) Students address issues from academic readings and discussions through writing essays, arguments, and reaction papers. Also includes library and Internet research. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* placement test or ELI-040 and ELI-044.

ELI-052 Advanced Graduate Writing and Critical Reading (0) This course highlights analytical reading of academic texts and newspaper and magazine/journal articles. Issues from the readings and discussions are addressed through writing essay exams, a case analysis, critical review, project proposal, and a brief research paper. Also includes library and Internet research. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* placement test or ELI-044.

ELI-053 Advanced Graduate Writing (0) Students address issues from academic readings and discussions through writing essay exams, a case analysis, critical review, project proposal, and a brief research paper. Also includes library and Internet research. Usually offered every term. **No academic credit is received for this course.** *Prerequisite:* placement test or ELI-044.

ELI-062 American Culture (0) Covers a wide variety of topics related to American culture: value systems, family life, movies, current events, etc. **No academic credit is received for this course.** Usually offered every summer. *Prerequisite:* placement test.

ELI-064 Writing Workshop (0) Provides practice and corrective feedback in writing on a variety of topics related to students' experience and needs. Emphasizes appropriate idiomatic usage for various levels of formality. **No academic credit is received for this course.** Usually offered every summer. *Prerequisite:* placement test.

ELI-066 Practical Conversation Skills (0) Provides an opportunity to practice and improve spoken English in a variety of natural conversational contexts. Emphasizes idiomatic usage and fluency. **No academic credit is received for this course.** Usually offered every summer. *Prerequisite:* placement test.

ELI-067 TOEFL Preparation (0) Provides practice with TOEFL items in listening comprehension, structure, and reading comprehension, as well as helpful test-taking strategies. **No academic credit is received for this course.** Usually offered every summer. *Prerequisite:* placement test.

ELI-068 Academic Preparation Workshop (0) This course orients non-native speakers of English to key elements of American academic culture—typical classroom expectations, student-teacher relations, academic advising, library research, etc.—while improving their English skills in areas such as notetaking, writing, reading, and conversation. **No academic credit is received for this course.** Usually offered every summer. *Prerequisite:* placement test.

ELI-098 Graduate Writing Seminar (0) Restricted to graduate international students. Emphasis on library and research techniques and on writing a research paper. Usually offered every fall and spring. **No academic credit is received for this course.** *Prerequisite:* placement test or departmental recommendation.

Undergraduate Courses

ELI-200 College Reading and Writing I (3) An advanced course in reading and composition for international students whose competence in English qualifies them to take academic courses without special English. Emphasis is on academic reading and writing tasks, with attention to the residual language problems of nonnative speakers. Usually offered every term. *Prerequisite:* placement test or successful completion of ELI-050 and ELI-051 or ELI-080. *Note:* Completion of ELI-200 and ELI-201 with grades of C or better fulfills the university College Writing and English Competency Requirement.

ELI-201 College Reading and Writing II (3) A continuation of ELI-200; emphasis on library and research techniques, including the writing of a research paper. Usually offered every term. *Prerequisite:* ELI-200. *Note:* Completion of ELI-200 and ELI-201 with grades of C or better fulfills the university College Writing and English Competency Requirement.

ELI-290 Independent Reading (1-3) *Prerequisite:* permission of instructor and ELI director.

Environmental Studies

Undergraduate Courses

ENVS-102 Seminar in Environmental Issues (1) This seminar for beginning environmental studies majors introduces students to the domain of environmental science as a discipline. The scientific, economic, and social issues underlying major environmental problems are presented through faculty and guest speakers, readings, and discussions. Usually offered every term.

ENVS-301 Arid Land Environments (3) An overview of natural desert habitats, with special attention to aquatic habitats. Human modification and use of arid lands is also examined. Usually offered every spring, includes 10-day trip to Israel during the intercession break.

ENVS-302 Environmental Issues in Hungary and Eastern Europe (6) An in-depth look at environmental problems, solutions, and natural areas of Hungary and Eastern Europe. Includes environmental impacts of EU membership, trans-national disputes about the Danube, and protection of natural areas. Usually offered alternate summers. *Prerequisite:* ENVS-102 or BIO-250.

ENVS-303 Environmental Issues in the Chesapeake Bay (6) An in-depth look at environmental problems, solutions, and eco-systems of the Chesapeake Bay. Includes bay water chemistry, cleanup efforts, and the environmental state and cultural history of the bay. Usually offered alternate summers. *Prerequisite:* ENVS-102.

ENVS-304 Potomac River Ecosystems (3) Study of the biological and physical components of the Potomac River from its headwaters in West Virginia to the mouth of the river at Point Lookout. Emphasis is on the variety of wetlands and riparian habitats in the Potomac basin. Usually offered every summer. *Prerequisite:* BIO-210.

ENVS-360 Environment and the Atmosphere (3) Description and analysis of the physical phenomena of the earth's atmosphere. Mechanics, fluid dynamics, and thermodynamics of the atmosphere, quantitative analysis of climatic fluctuations and

their impact on ecological and economic systems. Climatic changes and climatic control: ozone depletion and greenhouse gases. Usually offered every third semester. *Prerequisite:* MATH-211 or MATH-221.

ENVS-375 Water Resources (3) A study of the availability, quality, dynamics, and cycles of water. Emphasizes the hydraulic cycle, movement of water in aquifers, floods and droughts, drainage basin analysis, and factors affecting water quality. Meets with ENVS-675. Usually offered alternate falls. *Prerequisite:* MATH-211 or MATH-221.

ENVS-390 Independent Reading Course in Environmental Studies (1-6) *Prerequisite:* permission of instructor and department chair.

ENVS-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

ENVS-490 Independent Study Project in Environmental Studies (1-6) *Prerequisite:* permission of instructor and department chair.

ENVS-492 Senior Capstone in Environmental Studies (3) An in-depth examination of two major sites of environmental concern and controversy from a variety of scientific and social perspectives. One site, such as the Yellowstone Ecosystem, will be of national importance; and one, such as the Anacostia River, will be of local importance. Usually offered every spring. *Prerequisite:* senior environmental studies majors.

Graduate and Advanced Undergraduate Courses

ENVS-505 Energy (3) General overview of sources of energy and the energy problem with a strong focus on the relevant physical concepts. Includes the definition of work, energy, and power, electricity and magnetism, chemical energy, nuclear energy, thermodynamics, and alternative energy sources. Usually offered alternate springs. *Prerequisite:* ENVS-580, ENVS-581, STAT-514, and STAT-515.

ENVS-510 Climatology (3) Provides a detailed overview of the elements of climatology and the effects of pollution on the environment. Includes the radiation balance of the sun heated planet and how this energy shapes our climate, the physics of the atmosphere, atmospheric circulation, continental and marine climates, and the influences of topography, vegetation, forest and agriculture, air pollution, vehicular travel, urban construction and fossil fuel sources on the climate. Usually offered alternate falls. *Prerequisite:* ENVS-580, ENVS-581, STAT-514, and STAT-515.

ENVS-520 Environmental Geophysics Description and analysis of the physical phenomena occurring on the earth. Earth as a dynamic planet; two major energy systems: hydrologic and tectonic systems. The relationship between geological changes and human activities: human activities change geological materials and processes on the earth, and natural processes and events affect society. Usually offered alternate falls. *Prerequisite:* ENVS-580, ENVS-581, STAT-514, and STAT-515.

ENVS-572 Topics in Conservation Biology (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics on current research in conservation biology, including habitat protection, ecosystem management, and captive breeding.

Usually offered alternate springs. *Prerequisite:* BIO-423 or graduate standing, and permission of instructor.

ENVS-575 Environmental Risk Assessment (3) The nature and methods of environmental risk assessment through critical analysis of case histories. The scientific concepts and analytic methods of each case study is explored through solution to sets of specific problems. Case studies include statistical modeling of environmental risk factors, the principle of uncertainty, toxicology, epidemiology, the meaning exposure, types of technical risks, basics of decision analysis, and effective communication of risk assessment results. Usually offered every fall. *Prerequisite:* advanced undergraduate major or graduate student in environmental studies.

ENVS-580 Environmental Science I: A Quantitative Approach (4) Estimation of environmental interactions through the formulation and analysis of simple, mathematical models enabling exploration of the consequences of a variety of assumptions and conditions. Includes measurement, steady-state modes, and thermodynamics. Usually offered every fall. *Prerequisite:* one year of calculus and one year of laboratory science.

ENVS-581 Environmental Science II: A Quantitative Approach (4) Estimation of environmental interactions through the formulation and analysis of simple mathematical models enabling exploration of the consequences of a variety of assumptions and conditions. Includes non-steady box models, biogeochemistry, and climatology. Usually offered every spring. *Prerequisite:* ENVS-580.

ENVS-582 Environmental Law (3) An overview of environmental law and environmental regulation for environment scientists and environmental policy analysts. Usually offered alternate springs. *Prerequisite:* ENVS-580 and ENVS-581 or permission of instructor.

ENVS-590 Independent Reading Course in Environmental Studies (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

ENVS-675 Hydrology (3) A study of the availability, quality, dynamics, and cycles of water. Emphasizes the hydraulic cycle, movement of water in aquifers, floods and droughts, drainage basin analysis, and factors affecting water quality. Meets with ENVS-375. Usually offered alternate falls.

ENVS-681 Environmental Research Seminar and Practicum (3) An in-depth exploration of real world environmental problems from a variety of science and policy perspectives. Usually offered every term. *Prerequisite:* ENVS-580 and ENVS-581.

ENVS-690 Environmental Science Research (3) Independent research projects in environmental science. Usually offered every term.

ENVS-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

ENVS-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

Business Administration: Finance and Real Estate

Undergraduate Courses

FIN-200/FIN-200G Personal Finance and Financial Institutions 4:2 (3) Provides the background for making personal financial decisions within a social and institutional context and developing future financial plans. Shows how to set financial goals, devise strategies to attain them, and understand the trade-offs inherent in the decision-making process. Includes cash flow control, banking, credit, taxes, financing houses and automobiles, insurance, investments, and estate planning. Usually offered every term. *Prerequisite for General Education credit:* ECON-100G.

FIN-312 Survey of Investments (3) Survey course in investments is for non-business majors. The course describes the risk-return characteristics of common and preferred stocks, bonds, mutual funds, and other investment alternatives and develops a framework for analyzing investments and their usefulness in forming investment portfolios. Elementary concepts of accounting, economics, and financial markets necessary to understanding investment analysis are developed in the course. No math beyond basic algebra is required. Usually offered every spring. *Note:* students may not receive credit for both FIN-312 and FIN-469.

FIN-365 Corporate Finance (3) Introduction to business finance, including global aspects; acquisition and use of short-term funds and long-term capital; overview of money and capital markets; management of asset, liability, and capital accounts; financial analysis and time value of money; cash, operation, and long-range budgeting; leasing; corporate securities; dividend policy; and cost of capital. Usually offered every term. *Prerequisite:* ACCT-241, ECON-200, STAT-202 and upper-division standing.

FIN-373 Real Estate Principles and Transactions (3) Principles and practices of listing real property, agreement of sale, and the transfer of title or ownership and interests. Drawing documents, contracts, deeds, leases, financing and other instruments. Private and public property rights, liens, taxes, assessments, and other claims on real estate. Mathematical problems in investment real estate. Approved for the real estate salesperson examination. Usually offered once a year. *Prerequisite:* FIN-365 and upper-division standing.

FIN-391 Internship in Finance (1-6) Provides students with the opportunity to blend practical business work experience with academic study. The academic workload varies depending on the internship credit to be earned. *Prerequisite:* FIN-365 and upper-division standing, 9 additional credit hours in business courses, and permission of instructor and department chair.

FIN-392 Cooperative Education Field Experience (3-6) *Prerequisite:* FIN-365, upper-division standing, 9 additional credit hours in business courses, and permission of department chair and Cooperative Education office.

FIN-464 Financial Markets and Institutions (3) The history, purposes, functions, and organizations of the short-term money market and long-term capital market. An integrated view of the

participating institutions and the markets in which they operate, their investment constraints, and resulting portfolios. Usually offered every term. *Prerequisite:* FIN-365 and upper-division standing.

FIN-465 Derivative Securities (3) Analysis of debt and equity-based futures and options contracts and their underlying cash market instruments. Characteristics of derivative instruments markets. Pricing of derivative instruments. Speculative, hedging, and arbitrage uses of derivative instruments. Risk-return tradeoffs in speculation and hedging. Limited coverage of currency futures and options and exotic derivative instruments. Usually offered every term. *Prerequisite:* FIN-365 and senior standing.

FIN-468 Advanced Financial Management (3) Investment, financing, and dividend-policy decisions of the financial manager. Case studies and problems are some of the tools used to enable the student to make and see the effects of financial decisions. Usually offered every term. *Prerequisite:* FIN-365 and senior standing.

FIN-469 Investment Analysis (3) Investment objectives. Methods of appraising corporate equity, debt, and other securities. Portfolio theory and management, technical analysis, random walk theory, and the role of institutional investors. Case studies and computer simulation are used. Usually offered every term. *Prerequisite:* FIN-365 and upper-division standing. *Note:* students may not receive credit for both FIN-469 and FIN-312.

FIN-470 Senior Seminar in Finance (3) Capstone seminar dealing with current issues and recent developments in corporate financial management, investments and financial institutions. Integrates previous courses in finance and real estate and extends into new areas as appropriate. Provides students with extensive literature review and the opportunity to conduct formal research in finance. Usually offered every term. *Prerequisite:* senior standing with at least 9 credit hours of finance/real estate in addition to FIN-365 or permission of department chair.

FIN-474 Real Estate Finance and Economics (3) Impact of the national economy on real estate; application of macroeconomics (GNP, consumer spending, inflation, interest rates, and other data) to housing and commercial property; mortgage market analysis, including ARMs and creative financing, secondary mortgage markets, MBSS, CMOs, and other new developments in real estate finance. Usually offered every term. *Prerequisite:* FIN-365 and upper-division standing.

FIN-490 Independent Study Project in Finance and Real Estate (1-3) *Prerequisite:* FIN-365, upper-division standing, and permission of instructor, department chair, and associate dean. Graduate and Advanced Undergraduate Courses

FIN-510 Real Estate Law (3) The nature and scope of this course is to give students a basic understanding and knowledge of the history and philosophy of real estate law, its concepts and principles, and the relationships and functions of real estate law. Specific concepts and areas of real property law are covered. Usually offered every spring and summer. *Prerequisite:* senior or graduate standing.

Graduate Courses

FIN-605 Managerial Economics (3) Application of economic theory to management problems, using basic economic tools and

techniques of economic analysis to analyze decision-making problems faced in private business, government agencies, and non-profit organizations. Usually offered every term.

FIN-614 Financial Management (3) Financial theory and techniques of analysis, including valuation theory, theories of risk measurement, managing the firm's investment decisions and capital structure, sources of financing for the firm and financial planning and analysis. Usually offered every term. *Prerequisite:* ACCT-607 and MGMT-610.

FIN-631 Legal Issues of Financial Management (1.5) Particular emphasis on legal concepts related to the financial sales transaction. The law of sales, commercial paper (negotiable instruments) and secured transactions with emphasis on the Uniform Commercial Codes, Articles 2,3,4 and 9. Students study the particular substantive legal areas related to the sale of goods and the secured financing necessary for that sale and simultaneously explore generic legal issues related to the drafting and interpretation of all statutory materials. *Prerequisite:* ACCT-623.

FIN-671 Advanced Corporate Financial Management (3) This course examines at an intermediate level the problems of managing short term assets including cash, marketable securities accounts receivable and inventory, managing the acquisition and disposal of long-term assets, and financing decisions including leverage, leasing, mergers and international issues. Students become familiar with both the basic theory in each of these areas and various strategies for integrating the theory with practice. Usually offered every term. *Prerequisite:* ACCT-607 and FIN-614.

FIN-672 Securities Analysis (3) The purpose and operations of security markets; investment instruments and their characteristics; introduction to portfolio and capital market theory; theory of valuation, bonds and the term structure of interest rates; options, commodity and financial futures; investment companies; and international investments. Usually offered every term. *Prerequisite:* FIN-614.

FIN-673 Mergers and Acquisitions (3) Examines ways to increase firm value through corporate restructuring. Includes the theoretical background on restructuring, valuation techniques, mergers, acquisitions, spin-offs, divestiture activities, LBOs, and financial distress. Reviews theory and practice through case analysis and emphasizes valuation analysis and the role of financial markets in each area. Usually offered every fall. *Prerequisite:* FIN-614.

FIN-674 Financial Futures and Other Derivative Instruments (1.5) A comprehensive study of equity and debt-based futures with other derivative instruments given secondary consideration. Characteristics of exchanges and market participants. Pricing of derivative instruments. Hedging, speculative, and arbitrage applications of derivative instruments are analyzed. *Prerequisite:* FIN-614.

FIN-675 Portfolio Management (1.5) A study of portfolio performance measurement for various classes of assets. The principles of bond portfolio management are also covered, emphasizing interest rates and immunization. Derivative instruments are covered in the context of hedging strategies. Both intuition and formal models in each area are covered. Statistical and

computer applications are integral to the material. *Prerequisite:* FIN-614.

FIN-676 Financial Institutions (1.5) A survey of financial markets and non-depository institutions. Characteristics of money and capital markets and major financial instruments traded on these markets are analyzed. Debt market instruments and the management of interest rate risk are emphasized. Financial institutions covered include insurance companies, pension funds, the U.S. Treasury, federal agencies, mutual funds, and finance companies. *Prerequisite:* FIN-614.

FIN-677 Financial Statement Analysis (1.5) Examination of current techniques of statement analysis. Importance of generally accepted accounting principles. Development of analytic methods from the viewpoint of financial and investment management. Usually offered every fall. *Prerequisite:* FIN-614.

FIN-678 Quantitative Methods in Finance (3) Economic and statistic techniques in a financial context. The emphasis is on applied research, but rigor in the analysis is stressed. Typically includes multivariate regression, principle components and factor analysis, event studies, and an introduction to non-linear modeling. Usually offered every fall.

FIN-679 Seminar in Finance (3) Capstone seminar dealing with current issues and recent developments in corporate financial management, investments, and financial institutions. Extensive literature review and research project. Usually offered every term. *Prerequisite:* three advanced finance courses or permission of department chair.

FIN-680 Investment Banking (1.5) Investment banks became the most visible financial institutions operating in the global financial markets of the 1980s and 1990s. This course examines the function of investment banks and the development of the industry. *Prerequisite:* FIN-614 and FIN-672.

FIN-681 Financial Intermediation in Emerging Markets (1.5) Nations are increasingly turning to free capital markets to intermediate resources to finance their development. This course examines the specific contributions that financial markets and institutions can make in reaching their goals of economic growth and development. *Prerequisite:* FIN-614.

FIN-685 Topics in Finance and Real Estate (1.5-3) Topics vary by section, may be repeated for credit with different topic. Rotating topics of special interest in finance, real estate, and related interdisciplinary topics. Offered irregularly.

FIN-690 Independent Study Project (1-6) *Prerequisite:* permission of instructor and department chair.

FIN-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

FIN-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

FIN-720 Real Estate: Managing Properties (1.5) A study of the analysis and structure of investing in income-producing properties. The efficiency of the real estate market and legal structures of organizations. Appraisal procedures, financing, and acquisition. Cash flow and financial statement analysis, and risk and return. Project analysis. *Prerequisite:* FIN-614.

FIN-722 Real Estate Investment (1.5) Opportunities and risks of real estate investment are examined at the local and global level. These include investment in property and securities swaps and hedging, international investment players, including pension funds and insurance companies. Usually offered every fall. *Prerequisite:* FIN-614

FIN-723 Real Estate Finance and Mortgage Markets (3) This course emphasizes the entrepreneurial side of real estate finance and investment. Students carry out a project, including selecting a property, organizing the venture, developing marketing and leasing, performing an appraisal, obtaining financing, and developing a spreadsheet structure to analyze the risks and returns. Classroom material is fully integrated with the project at each stage. Usually offered every term. *Prerequisite:* FIN-614.

FIN-724 Real Estate Development and Secondary Mortgage Markets (3) The first part of this course examines real estate development, including the pricing and assembly of land and focusing on carrying out a real estate development project. The second considers secondary mortgage markets including securitization, with emphasis on the current state of secondary mortgage markets. Usually offered every term. *Prerequisite:* FIN-614.

Government

Undergraduate Courses

GOVT-105/GOVT-105G Individual Freedom vs. Authority 2:1 (3) The study of major philosophical discussions of the conflict between individual freedom and authority with analysis of the relation between this conflict and the problem of organizing a government. Usually offered every term.

GOVT-110/GOVT-110G Politics in the United States 4:1 (3-4) Study of major philosophical concepts that shaped government in the United States combined with an analysis of contemporary political institutions and behavior, focusing on the American governmental system. Four-credit sections include Washington laboratory experiences. Usually offered every term. *Note:* students may not receive credit for both GOVT-110/GOVT-110G and GOVT-120.

GOVT-120 Introduction to American Politics (3-4) Pluralism, constitutional bases of government, political participation and elections, and the major national institutions involved in policy making. Usually offered every term. *Note:* students may not receive credit for both GOVT-120 and GOVT-110/GOVT-110G.

GOVT-130/GOVT-130G Comparative Politics 3:1 (3) How different societies, both Western and non-Western, have approached the political problems of order and responsiveness. The relationships, in a cross-cultural perspective, between the individual and the state; social and economic processes; culture and behavior. Usually offered every term.

GOVT-161 Issues in American Politics (1-2) As part of the National Youth Leadership Conference, students learn about the role of leaders in the public policy-making process, and develop skills in communication, group dynamics, and negotiation. Introduces students to constitutional bases of government, pluralism, political participation, elections, and the major American political in-

stitutions involved in policy making. Usually offered every term. *Prerequisite:* permission of program director.

GOVT-162 Issues in Global Politics (1-2) As part of the Global Youth Leadership Conference, students examine the behavior of states and their foreign policies and develop skills in communication, group dynamics, and negotiation. Introduces students to the role of the state in a rapidly changing world. Focuses on the concepts and theories that provide a framework for analyzing and understanding contemporary issues in a world of complex interdependence. Usually offered every term. *Prerequisite:* permission of program director.

GOVT-210/GOVT-210G Political Power and American Public Policy 4:2 (3) Introduction to political power and how the domestic policy process works; how to evaluate American domestic policy; and the content of several major domestic policies such as energy, environment, health, education, welfare, economic stability, labor, and justice and social order. Usually offered every term. *Prerequisite for General Education credit:* ECON-100G or GOVT-110G.

GOVT-215/GOVT-215G Civil Rights and Liberties 4:2 (3) The legal, political, and philosophical status of rights and liberties protected under the Constitution and laws of the United States; how political processes affect the definition of rights. Usually offered every term. *Prerequisite for General Education credit:* GOVT-110G or JLS-100G.

GOVT-231 Third World Politics (3) Political order and change in selected countries in Africa, Latin America, and Asia, emphasizing nation building, ideology, development, and the role of the military. Usually offered every fall and spring.

GOVT-232 Politics of Industrial Societies (3) Comparative study of participation, public policy, and policymaking in industrial societies. The effects of technology and science on values and social change. Usually offered every term.

GOVT-235/GOVT-235G Dynamics of Political Change 3:2 (3) Theoretical perspectives on political change together with case studies of societies in which the status quo has broken down. Emphasis on the political, cultural, social, and psychological aspects of domestic crisis and revolution, with the objective of increasing awareness and appreciation of other nations and their struggles. Usually offered every term. *Prerequisite for General Education credit:* GOVT-130G or HIST-120G or SIS-110G.

GOVT-240 Metropolitan Politics (3) The growth of cities and metropolitan areas. Evolution of the city and its surrounding areas as a focus of public policy. Analysis of decision-making techniques, intergovernmental relations, and ethnic politics. Implications of financial resources and suburban attitudes on metropolitan politics and policy making. Usually offered every term.

GOVT-303 Ancient Political Thought (3) An in-depth approach to political philosophy beginning with the pre-Socratics and extending through the Platonic dialogues, Aristotle, and Roman civil law. Meets with GOVT-603. Usually offered every fall.

GOVT-305 Modern Political Thought (3) Works of major political theorists from the sixteenth to the twentieth century and their application to current questions of theory and method. Included are Machiavelli, Hobbes, Locke, Montesquieu, Rousseau,

Mills, Hegel, Marx, and others. Meets with GOVT-605. Usually offered every spring.

GOVT-306 American Political Thought (3) Concepts and theories on the nature and operation of American politics and government. Meets with GOVT-606. Offered irregularly.

GOVT-307 Dissent, Conscience, and Authority (3) The dilemma posed by the conflict between conscience and authority that adheres at every level of society (the family, the classroom, the work place, the civic group, as well as governmental agencies and the military) is examined from a social-science perspective. Usually offered every fall.

GOVT-310 Introduction to Political Research (3) An introduction to political science research, including the logic of analysis, research design, and the basics of quantitative analysis. Application of gathering data and of analytic and statistical techniques to contemporary political problems. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

GOVT-315 Elections and Voting Behavior (3) The role of public opinion, interest groups, social movements, and political parties in plural societies. Problems in political participation, communication, representation, and leadership. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

GOVT-320 The Presidency (3) The role of the presidency in the political system, including presidential power, personality, response to public opinion, interaction with the cabinet and bureaucracy, Congress, and political parties. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

GOVT-321 Congress and Legislative Behavior (3) Congressional behavior, Congress as an institution, and the role of Congress in policymaking. Includes field research on Capitol Hill. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

GOVT-322 American Political Parties (3) Party organization, the party in the electorate and government, party reform, and the future of American parties. Research on parties in Washington. Usually offered every spring. *Prerequisite:* GOVT-110 or GOVT-120.

GOVT-331 The Military, Authoritarianism, and Party Politics (3) Politics, theory, and practice of modern totalitarian and authoritarian systems. Communism, fascism, Nazism, corporatism, and praetorianism. Usually offered every fall. *Prerequisite:* GOVT-130, GOVT-231, GOVT-232, or GOVT-235.

GOVT-335 Democratization, Participation, and Social Movements (3) The background and major issues of twentieth century political thought; the concept, nature, and functions of ideology; and major contemporary doctrines. Usually offered every fall.

GOVT-350 Constitutional Law I: Powers and Federalism (3) The nature of constitutionalism and the role of constitutional interpretation; judicial power and review. Supreme Court decisions and their effect on the development of the American political system. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

GOVT-352 Law and the Political System (3) Basic concepts of law and the American legal system. Analysis of the role of courts

in the policy-making process. Problems of law enforcement and the correctional system. Usually offered every term.

GOVT-360 Political and Organizational Leadership (3) Examines major theories and research in public leadership, with emphasis on American political and administrative institutions. Case-studies of leaders and leadership in complex public organizations. Relative impact of personality and organizational factors in leadership development. Emphasis on students' awareness of their own leadership style and development potential. Usually offered every spring. *Prerequisite:* junior standing.

GOVT-361 Laboratory in Leadership Development I (1) Structured and unstructured exercises, including community service activities, to increase students' understanding of leadership and the role of leaders in the public policy-making process, and develop their personal leadership skills in communication, group dynamics, value clarification, the development of vision, managing emotions in leadership situations, bargaining and negotiation, and the relationship of personal growth to leadership roles and functions. Usually offered every fall and spring. *Prerequisite:* permission of director of SPA Leadership Program.

GOVT-362 Laboratory in Leadership Development II (1) An advanced leadership development course that consists of structured and unstructured exercises designed to increase students' understanding of leadership and the role leaders play in the public policy-making process. Usually offered every fall and spring. *Prerequisite:* GOVT-361 or permission of director of SPA Leadership Program

GOVT-370 Formation and Implementation of Environmental Policy (3) An introduction to the issues, institutions, and processes that determine environmental policy in the United States. Environmental policy formation, implementation by administrative agencies, and the resolution of environmental disputes. Usually offered every fall.

GOVT-390 Independent Reading Course in Government (1-6) *Prerequisite:* permission of instructor and department chair.

GOVT-391 Internship (1-6) Internships with interest groups, congressional offices, and government agencies. Weekly seminar. *Prerequisite:* second-semester sophomore standing and GOVT-210, GOVT-321, or PUAD-260.

GOVT-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

GOVT-407 Feminist Political Theory (3) How does taking gender into account change our understandings of the "political," justice, equality, citizenship, and the purpose of political community? How are gender attitudes implicit in our views of welfare, the military, and economic organization? In addition to a sampling of non-feminist and anti-feminist work, this course explores both the differences and the commonalities among feminist theorists. Usually offered every spring. *Prerequisite:* one course in political theory or WGST-300.

GOVT-410, GOVT-411 Washington Semester in American Government and Politics Seminar I (4), II (4) Students study the U.S. government in action through seminars, conferences, lectures, and guided seminar evaluations of experience. Usually offered every term. *Prerequisite:* admission to program.

GOVT-412 Washington Semester in American Government and Politics Research Project (4) An individual report prepared under the guidance of the academic directors of the program. Usually offered every term. Must be taken concurrently with GOVT-410/411. *Prerequisite:* admission to program.

GOVT-416 Washington Semester in American Government and Politics Internship (4) *Prerequisite:* admission to program.

GOVT-417, GOVT-418 Transforming Communities Seminar I (4), II (4) The interdisciplinary Washington Semester in Transforming Communities seminars introduce students to community issues through lectures, guest speakers, and site visits to community-based and government organizations at the front lines of community transformation. Issues discussed include housing, business development, community safety, social policy, and education. Meets with JLS-464/JLS-465. Usually offered every term. *Prerequisite:* admission to the program.

GOVT-419 Transforming Communities Research Project (4) Students in the Washington Semester in Transforming Communities complete an original research project on an issue related to policy or grassroots activism. Usually offered every term. *Prerequisite:* admission to the program.

GOVT-420 Transforming Communities Internship (4) Washington Semester in Transforming Communities public or private sector internships in either policy making or project planning. Usually offered every term. *Prerequisite:* admission to the program.

GOVT-423 Advanced Studies in Public Policy (3) Topics vary by section, may be repeated for credit with different topic. Seminars on such topics as hunger, poverty, housing, education, job training, health care, unemployment, welfare, and conservation. Usually offered every fall and spring. *Prerequisite:* GOVT-110, GOVT-120, or GOVT-210.

GOVT-432 Political Institutions and Processes in Selected Countries (3) Topics vary by section, may be repeated for credit with different topic. The nature of political institutions and processes of specific countries, such as Great Britain, Germany, France, the former Soviet Union, Israel, Iran, Greece, India, Turkey, and Mexico. Offered irregularly. *Prerequisite:* GOVT-130 or GOVT-231 or GOVT-232 or GOVT-330.

GOVT-434/GOVT-434G British Politics 3:2 (3) Offered as part of the World Capitals Program London Semester. An introduction to institutions of politics and government in Britain and how its constitutional monarchy and parliamentary system have evolved. How politics are practiced and power is distributed between institutions, parties, and individuals. Considers the relationship between politics and other aspects of British society and the major contemporary issues in British politics. Usually offered every term. *Prerequisite for General Education credit:* GOVT-130G or SIS-105G.

GOVT-438 Italian Political Thought since World War II (3) A study of major Italian political institutions, political movements, and leaders. The course consists of classroom lectures and on-site seminars led by current Italian political leaders. Taught in Rome. Usually offered every term.

GOVT-455 Equal Protection (3) Examination of the evolution of federal civil rights law and modern interpretations of the major

statutory and constitutional provisions that guarantee equal protection. Emphasis is on constitutional development under the Fifth and Fourteenth Amendments and major congressional legislation that bans discrimination in employment, education, housing, etc., based on race, ethnic origin, gender, religion and color. Also examines emerging legal developments intended to prohibit discrimination on the basis of sexual orientation and physical or mental disability. Usually offered every fall. *Prerequisite:* GOVT-215 or GOVT-350.

GOVT-461 Politics in the Television Age (3) The relationship between television and American politics. Includes the concept of news; the changing role of television; the politics of newsmaking; the election campaign and the emergence of the political consultant; "tele-diplomacy"; and research tools for analyzing television news. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

GOVT-463 Politics and the Cinema (3) Through analysis of the images and symbols inherent in contemporary motion pictures, students are able to consider not only the developed political ideologies, but also the psychological dimensions of political action and inaction. Usually offered every spring. *Prerequisite:* GOVT-110 or GOVT-120.

GOVT-480 Honors Senior Seminar in Political Science I (3) A capstone experience for honors students in Political Science and CLEG. Designed to facilitate the integration of knowledge in the field of political science. Development and oral defense of significant research projects. Usually offered every fall. *Prerequisite:* permission of instructor.

GOVT-481 Honors Senior Seminar in Political Science II (3) See GOVT-480. Usually offered every spring. *Prerequisite:* permission of instructor.

GOVT-482 Politics of Reproductive Rights (3) Women's roles as childbearers and caregivers have played an enormous role in women's struggle for equality in all spheres. This course examines issues of contraceptives, pregnancy, abortion, access to reproductive healthcare, and new technologies in their legal and political contexts. Offered irregularly.

GOVT-489 CLEG Seminar (3) Topics vary by section, may be repeated for credit with different topic. Selected topical issues cutting across the disciplines of communication, law, economics, and political science. Primarily for CLEG (Communication, Legal Institutions, Economics, and Government) majors. Examples of issues are communication law and regulation, First Amendment rights and the media, and United States trade policy. Usually offered every spring.

GOVT-490 Independent Study Project in Government (1-6) *Prerequisite:* permission of instructor and department chair.

GOVT-492 Seminar for Teaching Assistants (3-4) Exclusively for those who serve as teaching assistants in the Washington Laboratory, this course focuses on curriculum planning, group dynamics in classroom and field-trip settings, role differentiation, and evaluation of student performance. Enhances leadership and communication skills. Usually offered every fall. *Prerequisite:* permission of instructor.

Graduate and Advanced Undergraduate Courses

GOVT-520 Advanced Studies in Campaign Management (1-4) Topics vary by section, may be repeated for credit with different topic. Institute and advanced workshops conducted by campaign professionals. The Campaign Management Institute is a two-week intensive course (4 credit hours) offered in January and May on major aspects of political campaigning. Student teams present a simulated campaign plan to a professional panel. One-credit hour advanced workshops are offered both fall and spring in areas such as campaign media production and strategy, campaign fundraising, get-out-the-vote, and election analysis. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

GOVT-522 Studies in Political Behavior (3) Topics vary by section, may be repeated for credit with different topic. Examples are personality and politics, and political socialization. Offered irregularly. *Prerequisite:* 6 credit hours of relevant course work in political science or a related discipline.

GOVT-523 The Art and Craft of Lobbying (1-4) Topics vary by section, may be repeated for credit with different topic. Institute and advanced workshops conducted by lobbying professionals. The Institute is a two-week intensive course (4 credit hours) offered in January and May in major aspects of professional lobbying and political influence. Student teams, directed by mentors drawn from the lobbying profession, present a simulated lobbying plan to a professional panel. One-credit hour advanced workshops are offered regularly in specific lobbying areas such as grass roots lobbying, direct mail, interest group litigation, executive branch lobbying, and congressional testimony. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

GOVT-524 Congressional Studies (3) Topics vary by section, may be repeated for credit with different topic. Examples are Congress in transition, information sources on the Hill, congressional-executive relations, legislative research skills, and legislative rules and procedures. Offered irregularly. *Prerequisite:* GOVT-110 and GOVT-321.

GOVT-525 Congress and the Executive (3) Relations between the Congress and the executive branch (president and bureaucracy) with respect to congressional oversight, legislative support of presidential programs, institutional liaison arrangements between Congress and the executive, and reforms in Congress bearing on the changing relationship between the two branches. Usually offered every spring. *Prerequisite:* GOVT-110 or GOVT-120.

GOVT-526 U.S. Intelligence Community (3) This course examines the agencies which make up the intelligence community and activities in which those agencies engage: collection of intelligence, counterintelligence, covert action, and analysis. The sources of conflict between members, direction and management of the community, secrecy and public control, and proposals for reform are also covered. Guest participants from research institutes and government; independent authors. Usually offered every spring.

GOVT-527 Government Regulation and Deregulation (3) The controversial role of government in regulating lifestyles and business enterprises. Includes antitrust policy; health, safety, and

environmental issues as well as social and moral questions; corporate, consumer, and special interest lobbying; effects of deregulation; and regulatory reform. Usually offered every spring.

GOVT-532 Political Institutions and Processes in Selected Regions (3) Topics vary by section, may be repeated for credit with different topic. Comparison of political institutions and processes of countries within specific regions such as Central America, Latin America, Western Europe, Eastern Europe, the Middle East, North Africa, Africa, South Asia, or Southeast Asia. Offered irregularly. *Prerequisite:* GOVT-130 or GOVT-231 or GOVT-232 or GOVT-330.

GOVT-540 Political Parties, Interest Groups, and Lobbying (3) The roles, functions, and changing nature of political parties and interest groups in American politics, the impact of political party reforms on the parties, and the ways in which parties and interest groups shape public policy. Usually offered every spring.

GOVT-541 The Politics of Mass Communication (3) Effects of mass communication on all levels of political life in modern societies; including socialization, participation, information, and opinion. Analysis of the relationship between mass communication and politics within a comparative context, i.e., societies with differing media structures (predominantly commercial, public, or state systems). Usually offered every spring.

GOVT-550 Politics in Cuba (3) An examination of the social, economic, and political roots of the Cuban revolution of 1959 and the changes brought about in Cuban politics and society as a result of the revolution. Usually offered every fall.

GOVT-580 Topics in Women and Politics (1-4) Topics vary by section, may be repeated for credit with different topic. Topics include reproductive rights, women's health policy, women and campaigns, women in the media, and Title IX. Usually offered every term.

GOVT-581 Women and Politics (3) This course examines the evolutionary role of women in politics—as voters, citizens, candidates, and leaders—from the Seneca Falls Convention to the present. The role of women's organizations and movements in the expansion of political and legal rights are also explored. Usually offered every term.

GOVT-582 Women, Politics, and Public Policy (3) A wide variety of issues of concern to women, including healthcare, welfare, educational equity, employment discrimination, and reproductive rights are examined through the lens of the formal policy-making process. Offered irregularly.

GOVT-583 Women and Political Leadership (3) This course explores the historical evolution of women as leaders, the factors that have limited the number of women in leadership positions, and the differences in men's and women's leadership styles. Offered irregularly.

GOVT-590 Independent Reading Course in Government and Political Science (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

GOVT-603 Ancient Political Thought (3) A consideration of the principles that differentiate pre-modern political thought from modern political thought. Readings include Aristophanes, Plato, and Aristotle. In alternate years, such authors as Thucydides, Xenophon, Cicero, Plutarch and others are considered selectively. Meets with GOVT-303. Usually offered every fall.

GOVT-605 Modern Political Thought (3) Political science as systematic inquiry. Works of political theorists from Machiavelli to the twentieth century; applications to current questions of theory and method. Meets with GOVT-305. Usually offered every spring.

GOVT-606 American Political Thought (3) Concepts and theories on the nature and operation of American politics and government. Meets with GOVT-306. Offered irregularly.

GOVT-610 Introduction to Quantitative Methods in Political Science (3) Application of techniques of bivariate analysis to measurement of political behavior; emphasis on techniques relevant for political scientists and students of public administration. Usually offered every fall.

GOVT-611 Political Research (3) Analysis and investigation of political and social problems. Emphasis on theory construction as a guide to research formulation, methods of research, and empirical testing of research questions. Usually offered every spring. *Prerequisite:* GOVT-650.

GOVT-612 Conduct of Inquiry I (3) Concepts, approaches, and methodologies of research in political science and public administration; probability, sampling; quantitative data analysis, including hypothesis testing and estimation; qualitative data analysis and measures of association. Usually offered every fall. *Prerequisite:* admission to Ph.D. program or permission of the director of doctoral programs.

GOVT-613 Conduct of Inquiry II (3) Continuation of GOVT-612. The use of bivariate and multivariate analysis in political and administrative research; analysis of organizational decision models. Usually offered every spring. *Prerequisite:* admission to Ph.D. program or permission of the director of doctoral programs.

GOVT-614 Research in Political and Administrative Behavior (3) The use of survey research and case studies for the study of political and administrative behavior. Instruction in the use of the computer as an aid in political and administrative research. Usually offered every spring. *Prerequisite:* admission to Ph.D. program or permission of the director of doctoral programs.

GOVT-615 Qualitative Research Methods (3) A survey of political science research methodologies focusing on qualitative, theoretical, and empirical alternatives to positivistic approaches, based on new philosophies of science such as scientific realism. Includes alternative means of data development, cultural, structural and functional theories applicable to political research, and theory testing. Usually offered every spring. *Prerequisite:* admission to Ph.D. program or permission of the director of doctoral programs.

GOVT-620 Applied Politics and American Public Policy (3) Examination of the content and dynamics of American public policy making, with emphasis on how the domestic policy process

functions, how to evaluate policy, and how to assess the different components of various policy domains. Explores the relationship between applied political action and the formation and implementation of public policy. Usually offered every fall. *Prerequisite:* admission to the master's program.

GOVT-632 Classics of Comparative Politics (3) This course provides a broad overview of major issues in comparative politics through analysis of the most important scholarship in the field. Includes political economy, political culture, ethnicity and nationalism, democratization, the changing role of the state, and revolutionary and peaceful political change. Usually offered every fall.

GOVT-633 Political Institutions in Comparative Perspective (3) The study of political institutions including political parties, interest groups, electoral behavior, legislatures and executives; also examines political economy, neoinstitutionalism, theories of state and society, and formal modeling. Usually offered alternate springs.

GOVT-634 Democratization: Past, Present, Future (3) This course examines the social, economic and political conditions that promote democratization, the causes of the recent wave of democratization, the problems of democratic transition and consolidation, and the future prospects for democracy. Includes economic prerequisites, the institutional structures of stable democracies and the challenges from ethnic conflict. Usually offered every third spring. *Prerequisite:* GOVT-632 or GOVT-730.

GOVT-635 Social and Political Movements, Ethnicity and Nationalism (3) This course examines a range of social and political movements from a comparative perspective. It explores both theoretically and empirically the issues of political change, social movements, the religionization of politics, ethnicity and politics, nationalism, revolution, gender and political change, informal politics, non-state actors, transnational networks and movements and civil society. Usually offered alternate springs. *Prerequisite:* admission to master's or Ph.D. degree program.

GOVT-637 Comparative Politics: Regions in Comparative Perspective (3) Topics vary by section, may be repeated for credit with different topic. Special topics dealing with the former Soviet Union, Western Europe, the Middle East, Africa, communist China, Japan, and others. Offered irregularly.

GOVT-650 Political Analysis (3) Methods of scientific analysis, including research formulation, hypothesis generation and testing, quantitative analysis, and computer techniques. Usually offered every fall.

GOVT-651 The Legislative Process (3) The function of the legislative branch in the American governmental system. Emphasis on Congress and comparison with state legislatures. Usually offered every spring.

GOVT-652 The Presidency and the Executive Branch (3) Analysis of presidential roles and of the function of the federal executive branch. Presidential personality, executive-legislative relations, and policy formation. Usually offered every fall.

GOVT-654 Political Behavior (3) An examination of the determinants of voting behavior, such as personality, beliefs and attitudes (including issue opinions and conceptual sophistication), political socialization, small groups and communication. Some attention to institutional and normative considerations. Uses survey research and case studies. Usually offered every fall.

GOVT-656 Voting Behavior, Elections, and Campaigns (3) Political participation and behavior in U.S. primaries and elections, management of campaigns, mass media, and political organizations. Offered irregularly.

GOVT-674 Constitutional Law and Politics (3) Involvement of American courts in such issues as legitimacy, conflict resolution, and representation; courts as political actors with respect to federalism; powers and limitations of government; advancement of individual and group interests and rights. Offered irregularly.

GOVT-690 Independent Study Project in Government and Political Science (1-6) *Prerequisite:* permission of instructor and department chair.

GOVT-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

GOVT-704 Approaches to Political Understanding (3) Survey and analysis of alternative theories of knowledge in the social sciences. Epistemological norms of modern empiricism. The critique of empiricism. Linguistic analysis, phenomenology, ethnomethodology, hermeneutics, critical theory, structuralism, and post-structuralism. Application to the study of political science and public administration. Usually offered every spring. *Prerequisite:* admission to Ph.D. program or permission of instructor.

GOVT-710 Seminar in American Politics (3) Topics vary by section, may be repeated for credit with different topic. Analysis of the operation of the presidency and the legislative branch and the impact of interest groups and parties on public policy. Topics vary, but the course concentrates on the design of research and critical examination of works in the field. Usually offered every term. *Prerequisite:* admission to Ph.D. program or permission of instructor.

GOVT-720 Seminar in Policy Analysis (3) Topics vary by section, may be repeated for credit with different topic. Analysis of policy formation and implementation; different theories on the role of government in society; the science of program evaluation. Topics vary, but the course concentrates on the design of research and critical examination of works in the field. Usually offered every term. *Prerequisite:* admission to Ph.D. program or permission of instructor.

GOVT-730 Seminar in Comparative Politics (3) Analysis and critique of major theoretical approaches to the study of comparative politics in developed and developing worlds. Historical and theoretical foundations of the nation-state; political issues that arise from social change; and approaches to determining the relative autonomy of state institutions. Usually offered every fall. *Prerequisite:* admission to Ph.D. program.

GOVT-799 Doctoral Dissertation Seminar (1-12)

Health and Fitness

Undergraduate Courses

HFIT-100 Beginning Swimming (1) Designed for students who are unable to maintain themselves in deep water. Students overcome the fear of the water and learn to feel at ease in aquatic environments while learning basic swimming skills. Usually offered every spring.

HFIT-101 Intermediate Swimming (1) Instruction in swimming skills and techniques for students interested in perfecting their swimming strokes, endurance, and associated aquatic skills. Usually offered every spring. *Prerequisite:* HFIT-100 or ability to pass beginner's test.

HFIT-120 Beginning Martial Arts (1) Introductory course for the beginner to develop the basic skills of the martial arts. Physical and mental discipline are stressed, as well as self-defense techniques. Flexibility, balance, endurance, and strength are improved. The course prepares the student to advance to the Tae Kwon Do rank of Yellow Belt. Usually offered every term.

HFIT-121 Intermediate Martial Arts (1) Continuation of the development of the martial arts skills. Additional techniques and forms are presented. The course prepares the student to advance to the Tae Kwon Do rank of Green Belt. Usually offered every term. *Prerequisite:* HFIT-120 or permission of instructor.

HFIT-125 Personal Defense (1) Introduction to the basic principles of self-defense. Emphasis is placed on perfecting the basic skills and techniques in protecting oneself. Physical conditioning, strength, and flexibility are attained, along with the understanding of the legal and psychological aspects involved in personal defense. Usually offered every term.

HFIT-130 Walking and Jogging (1) Designed for all levels of walkers and joggers. Enables individuals to design their own programs based upon goals such as cardiovascular conditioning, muscle toning, weight loss, and long-term health. Usually offered every term.

HFIT-140 Beginning Fencing (1) A general overview of the techniques, strategies, and psychology of foil fencing, with an emphasis on the historic perspectives and traditions from a variety of cultures. There is a dual emphasis on developing physical skills and studying the implementation of tactics in situations in the world of fencing. Usually offered every term.

HFIT-150 Beginning Golf (1) Designed for the beginning player. Skill work consists of grip, stance, and swing techniques for putting, short irons, middle irons, and woods. Special emphasis is placed on rules, terminology, and etiquette. Usually offered every term.

HFIT-163 Yoga (1) Through yoga exercise designed for all levels, participants increase flexibility, balance, and strength. Combining physical activity and lectures, students learn breathing and relaxation techniques, proper alignment, stress reduction, and how to heighten physical and mental awareness. Usually offered every term.

HFIT-170 Recreational Activities (1-3) Topics vary by section, may be repeated for credit with different topic. Development of skills, techniques, and knowledge of selected individual, dual, and

team activities with emphasis on seasonal sports, including volleyball and soccer. Offered irregularly.

HFIT-180 Beginning Tennis (1) Designed for beginners who have had little or no playing experience or formal instruction. Students learn the forehand, backhand, serve, volley, history, scoring, rules, and basic strategy. Usually offered every fall.

HFIT-181 Intermediate Tennis (1) Designed for the student who can execute the basic strokes and has some playing experience. Instruction includes basic stroke refinement, adding spin to the strokes, and strategy in singles and doubles play. Usually offered every fall. *Prerequisite:* HFIT-180 or permission of instructor.

HFIT-193 Aquatic Fitness/Water Aerobics (2) Develops cardiovascular fitness through aquatic activities as an alternative to weight bearing forms of exercise. Emphasis on current theories of exercise physiology in personal conditioning programs. Includes body mechanics, hydrodynamics, program design and water safety. Usually offered every term.

HFIT-195 Principles and Techniques of Weight Training (2) An overview of muscle anatomy, exercise physiology, and biomechanics as they apply to the development of muscle strength. Systems and principles of weight training. Practical experience in strength development through a progressive resistance program. Usually offered every term.

HFIT-197 Aerobic Dance (2) Using aerobic activity to develop and maintain body awareness in five major areas: cardiovascular and muscular endurance, flexibility, muscular strength, and promotion of ideal body composition through activity with music. The goal is the reduction of emotional tension, greater productivity, improved performance, formation of fat-burning enzyme, and a healthier cardiovascular system. Usually offered every term.

HFIT-200 Lifetime Health and Fitness (3) The physiological, sociological, and psychological aspects of fitness and health are introduced. Emphasis is placed on developing self-responsibility for total wellness. Students will participate in fitness activities and classroom instruction and discussions. Usually offered every term.

HFIT-205/HFIT-205G Current Concepts in Nutrition 5:2 (3) Provides an understanding of basic nutritional concepts and current available information. Enables students to make informed decisions about their nutritional requirements and diet choices. Includes fiber versus fat; vegetarianism; effects of food on mood; current USDA and FDA policy issues; eating disorders; and national hunger issues. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or CHEM-100G.

HFIT-210 SCUBA (2) A balanced curriculum in skin and SCUBA diving, providing practical skill development in the pool and a thorough grounding in the physics, physiology, technology, and history of sport diving. Usually offered every term. *Note:* must be taken with HFIT-211 for certification. Students are responsible for cost of personal equipment.

HFIT-211 SCUBA Certification Laboratory (1) Includes five open-water dives in salt and fresh water, additional equipment training, and an introduction to boat as well as shore staging for

sport diving. Basic rescue techniques are introduced. The laboratory, in conjunction with the standard course, is sufficient to qualify the student as a certified basic diver under the standards of a nationally recognized certifying organization. Usually offered every term. *Prerequisite:* must be taken concurrently with HFIT-210.

HFIT-225 Camping and Backpacking (3) Methods, techniques, and skills related to camping, backpacking, and hiking. Includes selection of equipment and camp site, orienteering, cooking, and implications for ecology and conservation. Overnight field experience required during course. Offered irregularly.

HFIT-230 Cross Training (2) Improvement of cardiovascular and muscular fitness through various aerobic activities. Students develop personal conditioning programs. Classroom discussions include diet theory, circuit training, flexibility, and specificity of exercise. Pre/post fitness assessment tests are administered. Usually offered every term.

HFIT-240 Modern Theories of Health and Wellness (3) An introduction to disease patterns and trends in the United States and how lifestyle choices may be risk factors for diseases. Approaches to health and medical care including health promotion, alternative medicine, managed care organizations, health policies. Usually offered every fall.

HFIT-245/HFIT-245G Gender, Culture and Health 4:2 (3) Provides basic understanding of gender and cultural issues affecting health. Emphasis is placed on male/female and ethnic disparities in health status and how these gender and cultural indicators affect behavioral risk factors. The relationship between health and other factors such as religion, social class/socioeconomic status, acculturation, migration, and globalization are also studied. Usually offered every fall. *Prerequisite for General Education credit:* SOCY-100G or WGST-125G.

HFIT-250 Strategies in Stress Reduction (3) The nature and causes of stress, its effect on the human body, and both cognitive behavioral approaches as well as relaxation techniques to control it. The course offers a holistic approach to stress management through a combination of lecture and laboratory on skills in relaxation. Methods include deep breathing, mental imagery, progressive muscular relaxation, muscle massage, art therapy, journal writing, value assessment and clarification, physical exercise, and meditation. Usually offered every term.

HFIT-260 Aerobic Dance-Exercise Instructor's Workshop (2) Designed to enable the student to teach safe, and effective aerobic dance-exercise to multi-level classes and to prepare the student to successfully complete the International Dance-Exercise Association Certification examination. Offered irregularly. *Prerequisite:* HFIT-197 or permission of instructor.

HFIT-270 First Aid, CPR, and Medical Emergencies (3) Training in first aid and CPR (Cardio-Pulmonary Resuscitation). Determination of the emergency and the course of action for rendering appropriate care. Information on the prevention, and care of wounds, application of dressings and bandages, choking procedures, musculoskeletal system injuries, burns, heat and cold injuries, emergency rescue techniques. Certification by the National Safety Council; First Aid Level 3 and CPR/BLS-B. Usually offered every term.

HFIT-273 Care and Prevention of Athletic Injuries (3) Introduction to the field of sports medicine in the areas of injury evaluation, care, rehabilitation, and prevention. Includes emergency procedures, legal issues, taping, use of modalities, nutrition, strength and conditioning, and psychological aspects of sports medicine. Usually offered every spring.

HFIT-280 Sports Psychology (3) Examines the mental and emotional dimensions of human performance. Sport and exercise are the primary focus, but the principles studied encompass the whole of human action. Both theoretical understanding and practical application of the concepts and skills used to enhance performance are emphasized. Usually offered every term.

HFIT-323 Issues in Women's Health (3) Provides basic understanding of gynecologic anatomy and physiology as well as female health conditions. Emphasis placed on current health research areas such as female cancers, menopause, infertility, lesbian health, minority health, sexually transmitted diseases, pregnancy, and sexual dysfunctions. Students develop a personal health plan based upon an extensive family history and personal lifestyle. Usually offered every term.

HFIT-325 Exercise Physiology (3) Provides a physiological perspective of exercise and other forms of physical activity. Emphasizes the influences of aerobic and anaerobic exercise on the cardiovascular, digestive, neuromuscular, hormonal and pulmonary physiological systems. Includes fitness assessment, exercise prescription and training programming. Usually offered every fall. *Prerequisite:* BIO-200, CHEM-100 and CHEM-200 or permission of department.

HFIT-333 Leadership for Health Promotion (1) An introductory workshop to the essential elements for effective leadership. The course focuses on the philosophies, principles, and skills that underpin the health promotion profession and health professionals. Students define and develop their own leadership style. Usually offered every spring.

HFIT-335 Introduction to Health Promotion Programs (3) An introduction to the basic principles of the development and implementation of health promotion programs. This course places particular emphasis on the identification of health and lifestyle risk factors and the interventions associated with appropriate and effective management of these risks. Usually offered every spring. *Prerequisite:* HFIT-240 or permission of department.

HFIT-390 Independent Reading Course in Health and Fitness (1-6) *Prerequisite:* permission of instructor and department chair.

HFIT-392 Cooperative Education Field Experience (6) *Prerequisite:* permission of department chair and Cooperative Education office.

HFIT-410 Fundamentals of Health Promotion Management (3) Introduction to the basic skills necessary for the effective planning, marketing, and implementation of health promotion programs. Provides the student with a basic knowledge of the analytical tools and strategies utilized in the planning, marketing, implementation, and managing of successful health promotion programs. Usually offered every fall. *Prerequisite:* HFIT-335 or permission of department.

HFIT-488 Senior Seminar (3) Provides senior health promotion majors with an opportunity to pursue and closely examine health promotion programs and policies nationally and internationally. It encompasses theoretical analysis of health issues as well as discussions on alternative approaches for health promotion programming. Usually offered every spring. *Prerequisite:* major in Health Promotion or permission of the department.

HFIT-490 Independent Study Project in Health and Fitness (1-6) *Prerequisite:* permission of instructor and department chair.

HFIT-491 Internship in Health Promotion (1-6) Internships with employee fitness programs, fitness centers, non-profit organizations, or health and fitness organizations emphasizing clinical, educational, or promotional aspects of health promotion. *Prerequisite:* permission of instructor and department chair.

Graduate and Advanced Undergraduate Courses

HFIT-510 Applied Human Physiology and Testing I (3) Theoretical basis for exercise physiology explored in detail. Emphasis is on changes occurring in body systems as a result of exercise and training. Usually offered every fall. *Prerequisite:* BIO-330, HFIT-325 or equivalent, and permission of department.

HFIT-515 Applied Human Physiology and Testing II (3) Introduction to methods of physical fitness assessment and evaluation of results. Includes familiarization with treadmill tests, hydrostatic weighing, EKGs, and selected health status appraisal tools and techniques. Usually offered every spring. *Prerequisite:* HFIT-510 and permission of department.

HFIT-530 Health Fitness Leadership Workshop (1) The focus of this seminar is on the study and application of the philosophies, principles, and skills for effective leadership in general and for the health fitness industry in particular. Class members actively participate in class discussions. Throughout the semester guest speakers share their knowledge on particular aspects of leadership. Usually offered every fall.

HFIT-540 Health Communication (3) This course addresses three distinct forms of delivering the health promotion message to consumers, professionals, and large groups. The course is divided into three modules, covering health counseling, mass health communication, and health writing and public speaking. Students have the opportunity to counsel individuals, publish manuscripts, or give a presentation on a health-related topic. Usually offered every fall. *Prerequisite:* permission of department.

HFIT-545 Nutrition for Health Fitness (3) The role of nutrition in maintaining health and physical fitness is studied in relation to the responsibilities and opportunities of the manager of health fitness programs. Current food myths, diets for those in athletic programs, and special needs of overweight and underweight clients

are included. Usually offered every spring. *Prerequisite:* permission of department.

HFIT-555 Research Methodology in Health Fitness (3) Provides students in the Health Fitness Management program with a comprehensive understanding of the concepts and methodology that are essential for quality research. Usually offered every spring. *Prerequisite:* HFIT-565.

HFIT-565 Assessment and Evaluation of Health Fitness Parameters (3) A basic review of validity, reliability, and objectivity as they relate to measurement techniques in health promotion programs. The primary focus is on the use and analysis of assessment instruments used to determine health risks and an understanding of epidemiological and evaluation concepts in health and fitness. Usually offered every fall. *Prerequisite:* admission to B.S. or M.S. health fitness program or permission of department.

HFIT-590 Independent Reading Course in Health and Fitness (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

HFIT-618 Strategic Planning in Health Promotion (3) Provides exposure to the concepts and requirements of planning and developing health promotion programs. Students gain a working knowledge of the analytical tools and strategies used in the development of successful health promotion programs in both the profit and nonprofit sectors. Usually offered every spring. *Prerequisite:* permission of department.

HFIT-620 Critical Issues in Health Fitness Management (3) Survey of current literature on physical fitness, coronary risk factors, nutrition, smoking, and other issues related to health and fitness. Includes a survey of various organizations that are resources for health information, and field trips to selected health and fitness programs or organizations. Usually offered every fall. *Prerequisite:* admission to graduate health fitness program or permission of department.

HFIT-682 In-Service Training in Health Fitness Management (3-6) Internships with employee fitness programs, fitness centers, or health and fitness organization; may emphasize managerial, clinical, educational, or promotional aspects of health fitness management. Usually offered every term. *Prerequisite:* admission to M.S. in Health Fitness Management.

HFIT-690 Independent Study Project in Health and Fitness (1-6) *Prerequisite:* permission of instructor and department chair.

HFIT-797 Master's Thesis Seminar in Health Fitness Management (1-6) *Prerequisite:* admission to M.S. in Health Fitness Management.

History

Undergraduate Courses

HIST-100/HIST-100G Historians and the Living Past 2:1 (3)

Explores the theory and practice of the study of the past. Focuses on the ways in which our thinking is affected by our beliefs about the past; we reconstruct, explain, and evaluate past events; we organize knowledge about the past; and we analyze and evaluate the "lessons of the past." Usually offered every spring.

HIST-110/HIST-110G Renaissance and Revolutions: Europe, 1400–1815 2:1 (3) The political, economic, and cultural emergence of Europe into world leadership during the period 1400–1815, stressing the problems of building or rebuilding political and social order, including the attempts to spread European civilization to other parts of the world. Usually offered every term.

HIST-115/HIST-115G Work and Community 2:1 (3) In key historical contexts such as the industrial revolution, the development of New World plantations, and the transformation of farming, this course explores the changing relations between work and community. When have people found the opportunity to exert autonomy and creativity at work? How have evolving work relations influenced household composition, family roles, and cultural traditions? Usually offered every fall.

HIST-120/HIST-120G Imperialism and Revolution 3:1 (3) The impact of imperialism and revolution since the nineteenth century, particularly on Asia and Latin America. Analyzes theories of imperialism and Western stimulation of nationalism, revolution, racial confrontation, and cultural and demographic transformation. Concentrates particularly on China, Vietnam, and Cuba. Identifies patterns of poverty, instability, and conflict in the "developing" world. Usually offered every term.

HIST-200/HIST-200G Italian Civilization 2:2 (3) An introduction to some of the major aspects of Italian culture and civilization. Surveys the history of Rome and the major developments in its art and architecture. Also includes Italian opera, Italian geography, and study tours to cultural sites and monuments. Offered only in Rome. Usually offered every term. *Prerequisite for General Education credit:* ARTH-100G or LIT-115G or PHIL-105G or RELG-105G.

HIST-202 The Ancient World: Greece (3) From Minoan Crete through Alexander the Great. Literary and artistic masterpieces in their historical settings. Emphasis on ancient sources. Usually offered every fall.

HIST-203 The Ancient World: Rome (3) From the Etruscans through Constantine. The interplay of constitution and empire, and the changing views of ethical conduct. Emphasis on ancient sources. Usually offered every spring.

HIST-204 Medieval Europe (3) Exploration of the medieval world-view and consideration of the organization of economic and political institutions, the relationship of secular and ecclesiastical authority, and the creation of new social and religious ideals during the millennium that bridges antiquity and modernity. Usually offered alternate springs.

HIST-205/HIST-205G American Encounters: 1492–1865 2:2 (3) The history of the United States to 1865: the expansion and transplantation of European civilization; the Native American re-

sponse; the sectional contest over slavery; the birth of the American feminist movement; and the beginnings of the industrial revolution. Usually offered every term. *Prerequisite for General Education credit:* HIST-110G or GOVT-105G or JLS-110G.

HIST-206 The United States from Emancipation through World War II, 1865–1945 (3) American history from the end of the Civil War to the end of World War II. Modernization of America and resulting problems. Growth of U.S. power in international affairs. Roots and development of social and political change in America. Usually offered every term.

HIST-207 The United States since 1945 (3) Introductory course on the last half century of U.S. history. Growing cultural diversity of the American people and interrelatedness of international and domestic affairs. Impact of the Cold War and challenges to traditional ideologies and political solutions. Usually offered every term.

HIST-208 African-American History to 1865 (3) Beginning with a review of literature citing pre-Columbian contacts between Africa and the Western hemisphere, this course covers the Atlantic slave trade, the African presence in Colonial America, the American Revolution, nineteenth-century American slavery, the Underground Railroad and the Civil War. The course utilizes historical eyewitness accounts, maps, popular culture, and museum exhibitions to explore the arrival and historical journey of Africans in Colonial, Revolutionary, and antebellum America. Usually offered every fall.

HIST-209 African-American History 1865 to Present (3) Beginning with a review of the Civil War, this survey chronicles the history of African-Americans to the present time. The course uses historical and literary texts and makes use of cultural resources such as films, recordings, art works, and museum exhibitions to explore the richness of this legacy and its impact on the development of American culture and history. Usually offered every spring.

HIST-210/HIST-210G Ethnicity in America 4:2 (3) Explores how ethnicity has shaped American institutions and behavior patterns from 1607 to the present. Largely a nation of immigrants, this country reflects the racial, religious, and national characteristics of those who migrated here, whether voluntarily or as slaves. Includes ethnicity's influence on family, politics, civil rights, and foreign policy. Usually offered every spring. *Prerequisite for General Education credit:* ANTH-150G or SOCY-100G or WGST-125G.

HIST-215/HIST-215G Social Forces that Shaped America 2:2 (3) The history of race, class, and gender in the United States from the war for independence to the present. The focus is on how these forces existed and continue to exist as intersecting material realities and contributors to the social attitudes held by residents of the United States. Usually offered every term. *Prerequisite for General Education credit:* WGST-150G or HIST-115G.

HIST-220/HIST-220G Women in America 4:2 (3) Incorporating a multidisciplinary perspective; both primary and secondary readings, this course examines change and continuity in the experience of American women from the mid-nineteenth century to the present. Focuses on social and political movements of special concern to women, including suffrage, birth control,

women's liberation, and contemporary antifeminism. Usually offered every spring. *Prerequisite for General Education credit:* GOVT-110G or JLS-100G or WGST-125G.

HIST-221 History of England I (3) Political, social, and cultural development in England to 1689. Parliament, common law, civil war, plague, rebellion, concepts of kingship, and the conflict of church and state. Usually offered every fall.

HIST-222 History of England II (3) More than any other country, Britain has been regarded as a model for political, economic, and social development. This course examines phenomena that have defined Britain's place in the world, such as the ascension of parliament, the industrial revolution, and the growth of empire, to understand what is unique about Britain and which elements of the British historical experience are more broadly shared. Usually offered every spring.

HIST-225/HIST-225G Russia: Past and Present 3:2 (3) Russia has been termed a "riddle wrapped in a mystery inside an enigma." An examination of the major influences that have shaped Russia helps solve this mystery. Influences include geography, autocracy, social and multi-ethnic composition, economics, relations with the West, and the ideologies of Orthodoxy, Nationalism, and Marxism. Usually offered every spring. *Prerequisite for General Education credit:* HIST-120G or SIS-105G.

HIST-230 Early Russian History, 988-1700 (3) The first state, Kiev Rus, the impact of the Tatar Yoke, and the emergence of Muscovite Russia. Includes the growth of Tsarist autocracy, the enslavement of the peasantry, the role of the Russian Orthodox church, and Russia's relations with the West. Usually offered alternate years.

HIST-231 Imperial Russia, 1700-1917 (3) Survey of Imperial Russian history with emphasis on the Romanov Tsars, peasantry, growth of industry, cultural developments, emergence of the revolutionary movements, expansion of the state, and foreign policy. Usually offered alternate years.

HIST-232 Twentieth Century Russia (3) The Tsarist heritage, Russian Marxism, the revolutions of 1917, the civil war, the New Economic Policy, rise of Stalin, the industrialization and collectivization of the 1930s, the Second Patriotic War, death of Stalin, the Khrushchev era, the Brezhnev regime, the end of the USSR, and Soviet culture. Usually offered every fall.

HIST-235/HIST-235G The West in Crisis, 1900-1945 2:2 (3) The West has experienced world wars, the Great Depression, America's New Deal, and communist and Nazi revolutions and dictatorships. How crises and wars emerged from a conflicted Western heritage, and how communism, fascism, and the New Deal were responses to problems of modernity and progress emanating from different national histories. Usually offered every fall. *Prerequisite for General Education credit:* HIST-100G or HIST-110G or GOVT-105G.

HIST-241 Colonial Latin America (3) Conquest and change in Indian civilization; imperial politics; race and class; Indian labor and the Black legend; imperial economic relations; imperial reform and revolution. Usually offered every fall.

HIST-242 Latin America since Independence (3) Problems in creating nations; militarism, dictatorship, and democracy; sources

of underdevelopment; reform and revolution in the twentieth century. Usually offered every spring.

HIST-245 Modern Jewish Civilization (3) Surveys Jewish responses to the challenges of modernity. Examines the creation of new Jewish communities in America and Israel, shifts in Jewish political status, and innovations in Jewish religious and intellectual history such as Zionism and Hasidism. Usually offered every spring.

HIST-250/HIST-250G Civilization and Modernization: Asia 3:2 (3) Compares the great civilizations of China, India, and Japan; their interaction with the West; and their transformation from the nineteenth century. Analyzes modernization and why Asian societies changed so differently; why revolutions wracked China and communism triumphed; Japan's emergence as a premier industrial state; and how India balances tradition, modernity, and democracy. Usually offered every spring. *Prerequisite for General Education credit:* LIT-150G or HIST-120G or RELG-185G.

HIST-260/HIST-260G To Arms: People and Nations at War 3:2 (3) War as an enduring historical phenomenon. The causes of war in the past and how wars have been justified by nations and experienced by persons and peoples. Changing attitudes toward war, alternatives to it, and its possible future. Usually offered every term. *Prerequisite for General Education credit:* HIST-120G or SIS-105G.

HIST-288 Oliver Stone's America (3) Director Oliver Stone's influence on popular views of recent U.S. history has raised important questions about artistic license, the nature and uses of historical evidence, and the shaping of popular historical consciousness. This course addresses these issues while assessing both scholarly opinion and popular beliefs about the Kennedy assassination, the Vietnam War and antiwar movement, the 1960s counterculture, Watergate, U.S. policy in Central America, and the 1980s capitalistic culture. Usually offered every fall.

HIST-300 Ancient Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics in ancient Greek and Roman history. Meets with HIST-600. Offered irregularly.

HIST-316 Eastern Europe in the Nineteenth Century (3) Nationalism as the driving force in nineteenth-century Eastern Europe. From the Baltic to the Balkans, populations initially under the total domination of the German powers, Russia, and the Ottoman Empire challenged this foreign rule. The course examines the emergence of this special type of nationalism and the fate of the predominantly peasant societies in the transformation of the social and economic life of the area. Meets with HIST-616. Usually offered alternate falls.

HIST-317 Eastern Europe in the Twentieth Century (3) In the twentieth century the area from the Baltic to the Balkans has experienced two cataclysmic wars, national independence in the interwar period, Soviet domination, and newly acquired independence. The narrative, causes, and costs of Eastern Europe's traumatic history with special emphasis on its diverse ethnic composition. Meets with HIST-617. Usually offered alternate springs.

HIST-318 Nazi Germany (3) The political, social, and economic conditions that made it possible for Hitler to take power. The nature of Nazi rule. Emphasis on World War II and the Holocaust. Meets with HIST-618. Usually offered every spring.

HIST-319 Holocaust (3) Traces the history of anti-Semitism and the development of racism that led to the Holocaust. Examines the historical development of the Final Solution. Considers the variety of responses to Jewish persecution by the Nazi perpetrators, the Jews, and the nations of the world. Meets with HIST-619. Usually offered every fall.

HIST-320 War and Diplomacy: Napoleon to Bismarck (3) Describes and interprets Napoleonic wars and diplomacy; the Congress of Vienna; the Concert of Europe; the revolutions of 1820, 1830, and 1848; the Crimean War; the conflicts of Italian and German nationalism; Bismarck's diplomatic system; imperialism; the partition of Africa; rivalries in Asia; Balkan conflicts; and the roots of World War I. Meets with HIST-620. Offered irregularly.

HIST-321 War and Peace: Bismarck to Hitler (3) The two world wars and their backgrounds of revolution and depression are focal points for explaining the origins of wars and the failure of peace in modern civilizations. Includes imperialism and world politics, World War I, peace-making at Versailles, the Great Depression, the rise of the Nazis, fascists, and communist Russia and their foreign policies, the German blitzkrieg in World War II and subsequent allied victories, and attempts to create a "brave new world." Meets with HIST-621. Offered irregularly.

HIST-322 History of London (3) Offered as part of the World Capitals Program London Semester. This course explores the development and growth of one of the world's oldest and most fascinating cities, including the political and economic aspects of London's history as well as its social development. Students gain familiarity with methods of urban history investigation and undertake individual research in specific areas of London's history. Includes visits to historical sites, museums, and London neighborhoods. Usually offered every term.

HIST-324 Czech Profile (6) This interdisciplinary course is designed to acquaint the student with the fundamental aspects of the history, politics and culture of the Czechlands through lectures, readings, screenings and field trips. Examines three key areas of challenge to the new democracy; legal, economic, and human. Emphasizing the fundamental changes that need to be made so that the Czech Republic can pass from a half-century of totalitarian regimes to a true democracy. Offered only in Prague. Usually offered every fall.

HIST-325 20th Century Central European History (4) Developments in the politics, economies, cultures, and societies of Central European states during the past century. Includes the age of imperialism; the end of the monarchies in Central Europe; politics and culture in the Weimar Republic; the rise of dictatorships and fascism; the Third Reich; World War II and its consequences; the rebuilding of democracy; and the German division. Offered in Prague. Usually offered every term.

HIST-327 Twentieth Century Europe (3) In this century Europe has experienced two major wars, a wave of communist revolution, a violent reaction in the form of fascism, and the horror of

mass extermination. Yet Europe today is quite prosperous, and there are better links between the Western countries and their communist counterparts than could be imagined two decades ago. There is something in Europe's past that gives it a certain resilience. Meets with HIST-627. Usually offered alternate years.

HIST-329 European Thought and Ideology (3) Topics vary by section, may be repeated for credit with different topic. Rotating topical and chronological studies, including European communism and European liberalism, and books that shape the modern intellect. Meets with HIST-629. Offered irregularly.

HIST-331 Modern Revolutions (3) The theory, patterns, and practice of twentieth century revolutions, and the revolutionary tradition stemming from the Enlightenment, the French Revolution, and Marxism. Detailed treatment of the Russian, Nazi, Chinese, Vietnamese, and Cuban revolutions, and consideration of the effects of revolutions and the revolutionary potential of modern industrial societies. Meets with HIST-631. Usually offered alternate years.

HIST-332 Contemporary Historical Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics including death in history, madness in history, history of sexuality, and women in European history. Meets with HIST-632. Usually offered every term.

HIST-334 Victorian England (3) Examines the many threats to traditional beliefs and social patterns that emerged in the nineteenth century. Subjects include the effect of Darwinism on religion, the emergence of working-class politics, the campaign for female suffrage, discontent in Ireland, and the growth of empire. Meets with HIST-634. Offered irregularly.

HIST-336 History of Ireland (3) Survey of Irish history from the Gaelic invasions to the present, focusing on the development of Irish cultural and national identity. Meets with HIST-636. Offered irregularly.

HIST-337 British Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics including Hanoverian England, Edwardian England, the British working-class, and popular culture in modern Britain. Meets with HIST-637. Offered irregularly.

HIST-340 Latin American Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics including the diplomatic history of Latin America, Latin American intellectual history, and Latin American feminisms. Meets with HIST-640. Offered irregularly.

HIST-342 History of Chile (4) Emphasis on the independence movement, nineteenth century wars with neighboring countries, growth of the mining and agricultural industries, and the creation of one of Latin America's largest middle classes. Examines the social mores and attitudes of the Chilean people and the roles of the Church, the family, and social institutions. Offered only in Santiago. Usually offered every spring.

HIST-343 History of Israel (3) Traces the development of modern political Zionism in nineteenth-century Europe; the historical background leading to the establishment of the State of Israel in 1948; and the history of Israel since then, including patterns of Jewish immigration and its relationship to the Arab world. Meets with HIST-643. Usually offered every spring.

HIST-344 Topics in Jewish History (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics in Jewish history exploring one theme, or period, or geographical region of the Jewish past, including the history of women in Jewish tradition, East European Jewry, the world of the shtetl, American Jewish women, and anti-Semitism. Meets with HIST-644. Offered irregularly.

HIST-345 Russian Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics including Russian social history, Russian revolutionary tradition, Russian dissidents and dictators, Russia and the West, twentieth century Russian diplomacy, and Russian literature and society. Meets with HIST-645. Offered irregularly.

HIST-347 Asian Studies (3) Topics vary by section, may be repeated for credit with different topic. Topical courses in Asian history including China from the Manchus to Mao, history of Japan, and India and the West. Meets with HIST-647. Offered irregularly.

HIST-348 American Culture in the Nuclear Age: Living with the Bomb (3) Examines the evolution of American culture in the nuclear age, with particular emphasis on the ways in which the threat of nuclear war and annihilation have shaped American thought and behavior. Central to this study is an exploration of the history of the nuclear arms race in the context of the politics, culture, and diplomacy of the Cold War. Meets with HIST-648. Usually offered alternate falls.

HIST-350 Colonial America (3) 1492 to 1763. The founding and development of England's North American colonies, emphasizing the original impulses and methods of colonization; Indian peoples and conflict; non-English immigration; the genesis and African background of the slave trade and slavery; and the creation of a dominant English culture in an ethnically and racially diverse society. Meets with HIST-650. Usually offered alternate years.

HIST-351 Era of the Revolution and Constitution (3) The political and social history of the American Revolution, emphasizing the genesis of the revolutionary conflict, the revolution as a "republican revolution," the revolution's ideological and social results and their effect abroad, and the formation of the Constitution. Meets with HIST-651. Usually offered alternate years.

HIST-352 The Era of the New Republic, 1789-1850 (3) The new republic's political consolidation during its first critical decades; its physical, economic, and political transformation by continental expansion; the transportation and industrial revolutions and the creation of a mass democracy; and the first confrontations over slavery in 1832-33 and 1848-50. Meets with HIST-652. Usually offered alternate years.

HIST-353 Civil War and Reconstruction (3) Chronological coverage from the Compromise of 1850 to the final withdrawal of federal troops from the South in 1877. Includes antebellum reform, sectional conflict, black slavery, secession, and postwar racial and political problems. Political and social issues are emphasized, rather than a narrative of battles and skirmishes. Meets with HIST-653. Usually offered alternate years.

HIST-354 The South since Reconstruction (3) The theme is the South's struggle with the issues of integration, separation, and

self-definition since the Civil War. Reconstruction and redemption, race relations, violence, the rise and fall of the "Solid South," and the "New South" of Jimmy Carter. Meets with HIST-654. Usually offered alternate years.

HIST-355 Emergence of Modern America, 1877-1920 (3) The course considers themes in the modernization of America: the rise of corporations and cities, the influx of immigrants from southern and eastern Europe, and the advent of the new diplomacy and imperialism. Also studies populism and progressivism. Meets with HIST-655. Usually offered alternate years.

HIST-356 Twentieth Century America (3) Life in the twentieth century is different from all other periods of our past. To understand why requires an examination of the explosion of science and technology, the growth of government, America's increasing involvement in the world, the multiplication of protest and liberation movements, the new politics, and neo-Keynesian economics. Meets with HIST-656. Offered irregularly.

HIST-357 America between the Wars, 1919-1941 (3) Following a decade of stability and prosperity, the dislocations caused by the Great Depression disrupted the lives and shook the institutions of the American people, leading to unprecedented political and cultural experimentation. Emphasizing both the contrasts and continuities between the 1920s and 1930s, the course investigates the patterns of political, social, cultural, economic, and intellectual life during the interwar period, with special emphasis on the tensions between radical and conservative tendencies. Meets with HIST-657. Offered irregularly.

HIST-358 Women in America to 1850 (3) Traces the history of women in America from the sixteenth through the mid-nineteenth century, concentrating on the lived experiences of women as well as on the changing definitions, perceptions, and uses of gender. Particular attention is paid to race, ethnicity, and class, as well as to regional cultures. Additional themes include family, work, and religion. Meets with HIST-658. Usually offered alternate falls.

HIST-359 Women in America, 1850 to Present (3) Traces the history of women in America from the mid-nineteenth through the late twentieth century, emphasizing women's radically different experiences as well as common perceptions and uses of gender. Particular attention is paid to race, ethnicity, and class, with the premise that gender is a historically-specific cultural construct. Meets with HIST-659. Usually offered alternate falls.

HIST-360 U.S. Foreign Relations, 1774-1914 (3) The history of United States diplomacy (and other forms of international relations) from the Revolution to the eve of World War I. Focus on policymaking and makers; on such long-term issues such as unilateralism, imperialism, and neutrality; and on economics and ideology. Meets with HIST-660. Usually offered alternate falls.

HIST-361 U.S. Foreign Relations since 1914 (3) The history of United States diplomacy (and other forms of international relations) since the onset of World War I. Focus on policymaking and makers; on such long-term issues as isolationism, go-it-alone unilateralism, and interventionism; on ideology, economics, and related domestic politics; and on growing U.S. attention to military and national security matters. Meets with HIST-661. Usually offered every spring.

HIST-362 America and the Cold War (3) Focusing on the years 1945–1989, this course explores the international and domestic origins of the Cold War, its impact on American politics and culture, the rise of the national security state, and crises such as the Korean war, the Cuban missile crisis, and Vietnam. Meets with HIST-662. Usually offered every spring. *Note:* HIST-207 and other U.S. history survey courses recommended.

HIST-369 History of Medicine in the United States: from Smallpox to AIDS (3) Health, disease, and medicine's role in American society and culture with a special focus on health dangers posed by industrialization, urbanization, and immigration. Disease and its social construction has been an important dimension of American culture and definitions of health and disease are important barometers of who we are as a people. Epidemics (including AIDS), the hospital, ethnicity, race, urban health care, controversies in medical ethics, and medical discoveries. Meets with HIST-669. Usually offered alternate springs.

HIST-371 Ideology, Culture, and American Politics (3) How have American political leaders justified their objectives? How have popular beliefs and attitudes been reflected in the American political system? This course, concentrating on the twentieth century, explores the relationship between American political life on the one hand and ideas and popular persuasions on the other. Meets with HIST-671. Offered irregularly.

HIST-372 African American Women: Nineteenth Century American Voice (3) The nineteenth century includes slavery at its most intense manifestation within the United States and the struggle to define freedom in the aftermath of the Civil War. What do the lives and struggles and activism of African American women tell us about them and about this century? What impact did the presence of African American women have on the shaping of the nation's character and culture? Meets with HIST-672. Usually offered alternate springs.

HIST-373 American Jewish History (3) Today American Jewry constitutes the preeminent Diaspora Jewish community. This course traces its historical development by examining the waves of Jewish immigration to the United States and the institutions that American Jews created to sustain their community. Meets with HIST-673. Usually offered alternate springs.

HIST-374 Work and Workers (3) The history of work over the last 200 years. Includes the rise of the modern corporation, technology, and the workplace; the changing "work ethic"; labor unions and labor politics; and industrial relations in the post-industrial economy. Meets with HIST-674. Offered irregularly.

HIST-375 The Radical Tradition in the United States (3) The history of the left and radical social movements of workers, farmers, women, and blacks since the 1770s. Meets with HIST-675. Offered irregularly.

HIST-376 Americans and their Environment (3) Focuses on the ideas, politics, and social structures that have influenced Americans in their relationship with their natural environment. Includes how Americans have viewed and valued wilderness, their treatment of land, and their use of natural resources in the context of U.S. expansion and industrial development. Meets with HIST-676. Offered irregularly.

HIST-378 History and Society (3) Examines the component parts of societies and the varying ways in which historians analyze social and political changes over time. Designed to prepare history majors for HIST-480/481, this seminar emphasizes the development of research, writing, and analytical skills. Usually offered every spring.

HIST-382 Civil War Institute (3) This week-long summer program introduces participants to the key causes and consequences of the war by exploring its remnants and remembrances in the Washington, D.C. area. The intensive program combines morning presentations and discussions with afternoon field trips. Sites include Harper's Ferry, Antietam, Arlington National Cemetery, Sherman and Grant Memorials, Howard University, Fort Stevens, Frederick Douglass Home, Ford's Theater, and a full-day trip to Richmond. Meets with HIST-682. Usually offered every summer.

HIST-384 Hiroshima, Nagasaki, and Beyond (3) Summer study trip to Japan in conjunction with the Nuclear Studies Institute. Focuses on Japanese wartime aggression, the human devastation wrought by the atomic bombings, current Japanese and international efforts to eliminate nuclear weapons, and the building of closer ties between the people of the United States and Japan. Participants hear first-hand accounts of atomic bomb survivors and Asian victims of Japanese atrocities, visit sites of historical and cultural significance, and attend commemorative events. Meets with HIST-684. Usually offered every summer.

HIST-389 Society and Culture in Modern France, 1789–Present (3) Covers the major issues and problems in the history of modern France. With an emphasis on social and cultural history, it treats subjects such as the revolutionary tradition in France, nationalism, peasant life, worker culture, domesticity and family life, urbanism, empire, the World Wars, consumerism, and Americanization. Course materials include memoirs, novels and films. Meets with HIST-689. Usually offered alternate springs.

HIST-390 Independent Reading Course in History (1-6) *Prerequisite:* permission of instructor and department chair.

HIST-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

HIST-480 Major Seminar I (3) Methods and materials of historical research and writing, with emphasis on resources in the Washington area. Students design and outline research subjects based in part on the use of primary sources. Required of all history majors. Normally followed by HIST-481. Usually offered every fall. *Prerequisite:* senior or second-semester junior standing.

HIST-481 Major Seminar II (3) Completion of a substantial research paper based in part on the use of primary source materials. Required of all history majors. Usually offered every spring. *Prerequisite:* HIST-480 and senior standing.

HIST-490 Independent Study Project in History (1-6) *Prerequisite:* permission of instructor and department chair.

HIST-491 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate and Advanced Undergraduate Courses

HIST-500 Studies in History (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics in nineteenth and twentieth century European studies, Russian and Soviet studies, American political, social, and cultural studies, and American diplomatic and military studies. Usually offered every term.

HIST-590 Independent Reading Course in History (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

Note: When 300-level and 600-level courses meet together, registration at the 600-level requires graduate-level assignments and higher expectations regarding performance.

HIST-600 Ancient Studies (3) Topics vary by section, may be repeated for credit with different topic. Topical courses in ancient Greek and Roman history. Meets with HIST-300. Offered irregularly.

HIST-616 Eastern Europe in the Nineteenth Century (3) Nationalism as the driving force in nineteenth-century Eastern Europe. From the Baltic to the Balkans, populations initially under the total domination of the German powers, Russia, and the Ottoman Empire challenged this foreign rule. The course examines the emergence of this special type of nationalism and the fate of the predominantly peasant societies in the transformation of the social and economic life of the area. Meets with HIST-316. Usually offered alternate falls.

HIST-617 Eastern Europe in the Twentieth Century (3) In the twentieth century the area from the Baltic to the Balkans has experienced two cataclysmic wars, national independence in the interwar period, Soviet domination, and newly acquired independence. The narrative, causes, and costs of Eastern Europe's traumatic history with special emphasis on its diverse ethnic composition. Meets with HIST-317. Usually offered alternate springs.

HIST-618 Nazi Germany (3) The political, social, and economic conditions that made it possible for Hitler to take power. The nature of Nazi rule. Emphasis on World War II and the Holocaust. Meets with HIST-318. Usually offered every spring.

HIST-619 Holocaust (3) Traces the history of anti-Semitism and the development of racism that led to the Holocaust. Examines the historical development of the Final Solution. Considers the variety of responses to Jewish persecution by the Nazi perpetrators, the Jews, and the nations of the world. Meets with HIST-319. Usually offered every fall.

HIST-620 War and Diplomacy: Napoleon to Bismarck (3) Describes and interprets Napoleonic wars and diplomacy; the Congress of Vienna; the Concert of Europe; the revolutions of 1820, 1830, and 1848; the Crimean War; the conflicts of Italian and German nationalism; Bismarck's diplomatic system; imperialism; the partition of Africa; rivalries in Asia; Balkan conflicts; and the roots of World War I. Meets with HIST-320. Offered irregularly.

HIST-621 War and Peace: Bismarck to Hitler (3) The two world wars and their backgrounds of revolution and depression are focal points for explaining the origins of wars and the failure of peace in modern civilizations. Includes imperialism and world politics, World War I, peace-making at Versailles, the Great De-

pression, the rise of the Nazis, fascists, and communist Russia and their foreign policies, the German blitzkrieg in World War II and subsequent allied victories, and attempts to create a "brave new world." Meets with HIST-321. Offered irregularly.

HIST-627 Twentieth Century Europe (3) There is something in Europe's past that gives it a certain resilience: in this century Europe has experienced two major wars, a wave of communist revolution, a violent reaction in the form of fascism, and the horror of mass extermination. Yet Europe today is quite prosperous, and there are better links between the Western countries and their communist counterparts than could be imagined two decades ago. Meets with HIST-327. Usually offered alternate years.

HIST-629 European Thought and Ideology (3) Topics vary by section, may be repeated for credit with different topic. Rotating topical and chronological studies including European communism and European liberalism, and books that shape the modern intellect. Meets with HIST-329. Offered irregularly.

HIST-631 Modern Revolutions (3) The theory, patterns, and practice of twentieth century revolutions, and the revolutionary tradition stemming from the Enlightenment, French Revolution, and Marxism. Detailed treatment of the Russian, Nazi, Chinese, Vietnamese, and Cuban revolutions, and consideration of the effects of revolutions and the revolutionary potential of modern industrial societies. Meets with HIST-331. Usually offered alternate years.

HIST-632 Contemporary Historical Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics including death in history, madness in history, history of sexuality, and women in European history. Meets with HIST-332. Offered irregularly.

HIST-634 Victorian England (3) Examines the many threats to traditional beliefs and social patterns that emerged in the nineteenth century. Subjects include the effect of Darwinism on religion, the emergence of working-class politics, the campaign for female suffrage, discontent in Ireland, and the growth of empire. Meets with HIST-334. Offered irregularly.

HIST-636 History of Ireland (3) Survey of Irish history from the Gaelic invasions to the present, focusing on the development of Irish cultural and national identity. Meets with HIST-336. Offered irregularly.

HIST-637 British Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics, including Hanoverian England, Edwardian England, the British working-class experience, and popular culture in modern Britain. Meets with HIST-337. Offered irregularly.

HIST-640 Latin American Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics, including the diplomatic history of Latin America, Latin American intellectual history, and Latin American feminisms. Meets with HIST-340. Offered irregularly.

HIST-643 History of Israel (3) Traces the development of modern political Zionism in nineteenth century Europe; the historical background leading to the establishment of the State of Israel in 1948; and the history of Israel since then, including patterns of Jewish immigration and its relationship to the Arab world. Meets with HIST-343. Usually offered every spring.

HIST-644 Topics in Jewish History (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics in Jewish history exploring one theme, or period, or geographical region of the Jewish past. May include the history of women in Jewish tradition, East European Jewry, the world of the shtetl, American Jewish women, and anti-Semitism. Meets with HIST-344. Offered irregularly.

HIST-645 Russian Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics, including Russian social history, Russian revolutionary tradition, Russian dissidents and dictators, Russia and the West, twentieth century Russian diplomacy, and Russian literature and society. Meets with HIST-345. Offered irregularly.

HIST-647 Asian Studies (3) Topics vary by section, may be repeated for credit with different topic. Topical courses in Asian history including China from the Manchus to Mao, history of Japan, and India and the West. Meets with HIST-347. Offered irregularly.

HIST-648 American Culture in the Nuclear Age: Living with the Bomb (3) Examines the evolution of American culture in the nuclear age, with particular emphasis on the ways in which the threat of nuclear war and annihilation have shaped American thought and behavior. Central to this study is an exploration of the history of the nuclear arms race in the context of the politics, culture, and diplomacy of the Cold War. Meets with HIST-348. Usually offered alternate falls.

HIST-650 Colonial America (3) 1492 to 1763. The founding and development of England's North American colonies, emphasizing the original impulses and methods of colonization; Indian peoples and conflict; non-English immigration; the genesis and African background of the slave trade and slavery; and the creation of a dominant English culture in an ethnically and racially diverse society. Meets with HIST-350. Usually offered alternate years.

HIST-651 Era of the Revolution and Constitution (3) The political and social history of the American Revolution, emphasizing the genesis of the revolutionary conflict, the revolution as a "republican revolution," the revolution's ideological and social results and their effect abroad, and the formation of the Constitution. Meets with HIST-351. Usually offered alternate years.

HIST-652 The Era of the New Republic, 1789-1850 (3) The new republic's political consolidation during its first critical decades; its physical, economic, and political transformation by continental expansion; the transportation and industrial revolutions and the creation of a mass democracy; and the first confrontations over slavery in 1832-1833 and 1848-1850. Meets with HIST-352. Usually offered alternate years.

HIST-653 Civil War and Reconstruction (3) Chronological coverage from the Compromise of 1850 to the final withdrawal of federal troops from the South in 1877. Includes antebellum reform, sectional conflict, black slavery, secession, and postwar racial and political problems. Political and social issues are emphasized, rather than a narrative of battles and skirmishes. Meets with HIST-353. Usually offered alternate years.

HIST-654 The South since Reconstruction (3) The theme is the South's struggle with the issues of integration, separation, and

self-definition since the Civil War. Reconstruction and redemption, race relations, violence, the rise and fall of the "Solid South," and the "New South" of Jimmy Carter. Meets with HIST-354. Usually offered alternate years.

HIST-655 Emergence of Modern America, 1877-1920 (3) The course considers themes in the modernization of America: the rise of corporations and cities, the influx of immigrants from southern and eastern Europe, and the advent of the new diplomacy and imperialism. Populism and progressivism. Meets with HIST-355. Usually offered alternate years.

HIST-656 Twentieth Century America (3) Life in the twentieth century is different from all other periods of our past. To understand why requires an examination of the explosion of science and technology, the growth of government, America's increasing involvement in the world, the multiplication of protest and liberation movements, the new politics, and neo-Keynesian economics. Meets with HIST-356. Offered irregularly.

HIST-657 America between the Wars, 1919-1941 (3) Following a decade of stability and prosperity, the dislocations caused by the Great Depression disrupted the lives and shook the institutions of the American people, leading to unprecedented political and cultural experimentation. Emphasizing both the contrasts and continuities between the 1920s and 1930s, the course investigates the patterns of political, social, cultural, economic, and intellectual life during the interwar period, with special emphasis on the tensions between radical and conservative tendencies. Meets with HIST-357. Offered irregularly.

HIST-658 Women in America to 1850 (3) Traces the history of women in America from the sixteenth through the mid-nineteenth century, concentrating on the lived experiences of women as well as on the changing definitions, perceptions, and uses of gender. Particular attention is paid to race, ethnicity, and class, as well as to regional cultures. Additional themes include family, work, and religion. Meets with HIST-358. Usually offered alternate falls.

HIST-659 Women in America, 1850 to Present (3) Traces the history of women in America from the mid-nineteenth through the late twentieth century, emphasizing women's radically different experiences as well as common perceptions and uses of gender. Particular attention is paid to race, ethnicity, and class, with the premise that gender is a historically-specific cultural construct. Meets with HIST-359. Usually offered alternate falls.

HIST-660 U.S. Foreign Relations, 1774-1914 (3) The history of United States diplomacy (and other forms of international relations) from the Revolution to the eve of World War I. Focus on policymaking and makers; on such long-term issues such as unilateralism, imperialism, and neutrality; and on economics and ideology. Meets with HIST-360. Usually offered alternate falls.

HIST-661 U.S. Foreign Relations since 1914 (3) The history of United States diplomacy (and other forms of international relations) since the onset of World War I. Focus on policymaking and makers; on such long-term issues as isolationism, go-it-alone unilateralism, and interventionism; on ideology, economics, and related domestic politics; and on growing U.S. attention to military and national security matters. Meets with HIST-361. Usually offered every spring.

HIST-662 America and the Cold War (3) Focusing on the years 1945–1989, this course explores the international and domestic origins of the Cold War, its impact on American politics and culture, the rise of the national security state, and crises such as the Korean war, the Cuban missile crisis, and Vietnam. Meets with HIST-362. Usually offered every spring.

HIST-669 History of Medicine in the United States: from Smallpox to AIDS (3) Health, disease, and medicine's role in American society and culture with a special focus on health dangers posed by industrialization, urbanization, and immigration. Disease and its social construction has been an important dimension of American culture and definitions of health and disease are important barometers of who we are as a people. Epidemics (including AIDS), the hospital, ethnicity, race, urban health care, controversies in medical ethics, and medical discoveries. Meets with HIST-369. Usually offered alternate springs.

HIST-671 Ideology, Culture, and American Politics (3) How have American political leaders justified their objectives? How have popular beliefs and attitudes been reflected in the American political system? This course, concentrating on the twentieth century, explores the relationship between American political life on the one hand and ideas and popular persuasions on the other. Meets with HIST-371. Offered irregularly.

HIST-672 African American Women: Nineteenth Century American Voice (3) The nineteenth century includes slavery at its most intense manifestation within the United States and the struggle to define freedom in the aftermath of the Civil War. What do the lives and struggles and activism of African American women tell us about them and about this century? What impact did the presence of African American women have on the shaping of the nation's character and culture? Meets with HIST-372. Usually offered alternate springs.

HIST-673 American Jewish History (3) Today American Jewry constitutes the preeminent Diaspora Jewish community. This course traces its historical development by examining the waves of Jewish immigration to the United States and the institutions that American Jews created to sustain their community. Meets with HIST-373. Usually offered alternate springs.

HIST-674 Work and Workers (3) The history of work over the last 200 years. Includes the rise of the modern corporation, technology, and the workplace; the changing "work ethic"; labor unions and labor politics; and industrial relations in the post-industrial economy. Meets with HIST-374. Offered irregularly.

HIST-675 The Radical Tradition in the United States (3) The history of the left and the radical social movements of workers, farmers, women, and blacks since the 1770s. Meets with HIST-375. Offered irregularly.

HIST-676 Americans and their Environment (3) Focuses on the ideas, politics, and social structures that have influenced Americans in their relationship with their natural environment. Includes how Americans have viewed and valued wilderness, their treatment of land, and their use of natural resources in the context of U.S. expansion and industrial development. Meets with HIST-376. Offered irregularly.

HIST-680 The Origins of Constitutional Government in the United States, 1763–1803 (6) The foundations, principles, framing, adoption, and implementation of the Constitution and Bill of Rights through study of their intellectual, social, political, and cultural origins and context. Emphasizes eighteenth century roots of U.S. constitutional government. Students study the *Federalist Papers*, Madison's *Notes*, Anti-Federalist writings, other contemporary and primary texts, and current scholarship. Usually offered every summer. *Prerequisite:* open only to fellows of the James Madison Memorial Fellowship Foundation.

HIST-682 Civil War Institute (3) This week-long summer program introduces participants to the key causes and consequences of the war by exploring its remnants and remembrances in the Washington, D.C. area. The intensive program combines morning presentations and discussions with afternoon field trips. Sites include Harper's Ferry, Antietam, Arlington National Cemetery, Sherman and Grant Memorials, Howard University, Fort Stevens, Frederick Douglass Home, Ford's Theater, and a full-day trip to Richmond. Meets with HIST-382. Usually offered every summer.

HIST-684 Hiroshima, Nagasaki, and Beyond (3) Summer study trip to Japan in conjunction with the Nuclear Studies Institute. Focuses on Japanese wartime aggression, the human devastation wrought by the atomic bombings, current Japanese and international efforts to eliminate nuclear weapons, and the building of closer ties between the people of the United States and Japan. Participants hear first-hand accounts of atomic bomb survivors and Asian victims of Japanese atrocities, visit sites of historical and cultural significance, and attend commemorative events. Meets with HIST-384. Usually offered every summer.

HIST-689 Society and Culture in Modern France, 1789–Present (3) Covers the major issues and problems in the history of modern France. With an emphasis on social and cultural history, it treats subjects such as the revolutionary tradition in France, nationalism, peasant life, worker culture, domesticity and family life, urbanism, empire, the World Wars, consumerism, and Americanization. Course materials include memoirs, novels and films. Meets with HIST-389. Usually offered alternate springs.

HIST-690 Independent Study Project in History (1-6) *Prerequisite:* permission of instructor and department chair.

HIST-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

HIST-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

HIST-720 Colloquium in Modern European History 1789–1900 (3) Covers major issues in European history from 1789 to 1900. Integrates political, social, cultural, intellectual, diplomatic, and military subjects and their historiography. The colloquium assumes basic knowledge of events. Usually offered alternate falls.

HIST-721 Colloquium in Modern European History since 1900 (3) Covers major issues in European history since 1900. Integrates political, social, cultural, intellectual, diplomatic, and

military subjects and their historiography. The colloquium assumes basic knowledge of events. Usually offered alternate falls.

HIST-727 Colloquium in United States History I: to 1865 (3) The course assumes the student's familiarity with factual data and concentrates on analyzing important historiographic disputes and developments in U.S. history to the end of the Civil War. Usually offered every fall.

HIST-728 Colloquium in United States History II: since 1865 (3) The course assumes the student's familiarity with factual data and concentrates on analyzing important historiographic disputes and developments in U.S. history from 1865 to the present. Usually offered every spring.

HIST-744 The Historian's Craft (3) Focuses on historical theory, historical methodology, and differences in the various branches of history. Brings together graduate students with various specialties and interests and creates a common base of knowledge and experience. Usually offered every fall.

HIST-751 Research Seminar in European History (3) Identification and development of research subjects; sources and their evaluation; research techniques and problems; and writing and argumentation. Students research and write substantial papers based largely on primary sources. Usually offered every spring.

HIST-752 Research Seminar in United States History (3) Identification and development of research subjects; sources and their evaluation; research techniques and problems; and writing and argumentation. Students research and write substantial papers based largely on primary sources. Usually offered every spring.

HIST-797 Master's Thesis Seminar (1-6) Usually offered every term.

HIST-799 Doctoral Dissertation Seminar (1-12) Usually offered every term.

University Honors Program

HNRS-300 Honors Colloquium in Arts and Humanities (3) Topics vary by section, may be repeated for credit with different topic. Usually offered every term. *Prerequisite:* permission of University Honors program director.

HNRS-301 Honors Colloquium in Natural and Mathematical Sciences (3) Topics vary by section, may be repeated for credit with different topic. Usually offered every term. *Prerequisite:* permission of University Honors program director.

HNRS-302 Honors Colloquium in Social Sciences (3) Topics vary by section, may be repeated for credit with different topic. Usually offered every term. *Prerequisite:* permission of University Honors program director.

HNRS-390 Honors Independent Reading Course (1-6) *Prerequisite:* permission of instructor and University Honors program director.

HNRS-490 Honors Independent Study Project (1-6) *Prerequisite:* permission of instructor and University Honors program director.

Business Administration: International Business

Undergraduate Courses

IBUS-200/IBUS-200G The Global Marketplace 3:2 (3) An exploration of the global business environment, with a focus on the cultural dimensions involved in conducting business across national boundaries, as well as the role that business plays in both the international economy and in the preservation of finite world resources. Usually offered every term. *Prerequisite for General Education credit:* SIS-105G or SIS-110G or SIS-140G. *Note:* this course is designed for non-business majors.

IBUS-300 Fundamentals of International Business (3) An introductory course that studies the nature and scope of international trade and investment, international institutions, the international monetary system and exchange markets, and some of the major issues involved in the functional aspects of international business. Usually offered every term. *Prerequisite:* upper-division standing.

IBUS-301 International Marketing (3) The concepts and practices of marketing across national borders and the adaptations to the marketing program required because of the different needs, environmental constraints, and forms of competition in foreign markets. Usually offered every term. *Prerequisite:* MKTG-300 and IBUS-300 and upper-division standing.

IBUS-302 International Finance (3) The structure and nature of the international monetary system and the operation of exchange markets, foreign exchange exposure, and foreign capital markets. The cost of capital in an international context is also studied, as well as some of the major issues in international accounting, taxation, and banking. Usually offered every term. *Prerequisite:* IBUS-300, FIN-365 and upper-division standing.

IBUS-320 Practice of Business in the European Union (3) Offered as part of the World Capitals Program in Brussels, this course looks at how the European Union shapes the international business environment. It explores the EU's economic, legal, and political structures that govern business practice in Europe. It also studies how businesses try to shape that environment by influencing EU policy making. Usually offered every spring.

IBUS-391 Internship in International Business (1-6) Provides students with the opportunity to blend practical business work experience with academic study. The academic workload varies depending on the internship credit to be earned. *Prerequisite:* IBUS-300, upper-division standing, 9 additional credit hours in business courses, and permission of instructor and department chair.

IBUS-392 Cooperative Education Field Experience (3-6) *Prerequisite:* IBUS-300, upper-division standing, 9 additional credit hours in business courses, and permission of instructor and department chair and Cooperative Education office.

IBUS-401 Cultural Environment of International Business (3) The cultural factors affecting international business operations and their influence on the principal business functions of finance, marketing, procurement, production, public and external relations, and research and development. Usually offered every term. *Prerequisite:* IBUS-300 and upper-division standing.

IBUS-404 International Accounting and Financial Consulting (3) This course explores the issues and tasks involved in international accounting and financial consulting. Focuses primarily on the content of international consulting practice and developing the skills necessary to compete in this environment. *Prerequisite:* IBUS-300, ACCT-241 and upper-division standing.

IBUS-408 Export-Import Management (3) The management of the marketing processes of export/import operations, particularly for small and medium size firms. Includes the decisions involved with export/import activities, market selection strategies, distributor and supplier selection considerations, financing operations, supporting documentation, and the general management of export/import marketing variables. Usually offered every term. *Prerequisite:* IBUS-301 and upper-division standing.

IBUS-409 Dauphine Semester (3) Topics vary by section, may be repeated for credit with different topic. Students enroll in courses offered by the University of Paris-Dauphine. Classes are taught in French. Usually offered every term.

IBUS-410 CERAM Semester (3) Topics vary by section, may be repeated for credit with different topic. Students enroll in courses offered by the Euro American Institute of Technology (EAI Tech) located in Sophia Antipolis, France. Classes are taught in English. Usually offered every term.

IBUS-420, IBUS-421 International Business and Trade Seminar I (4), II (4) Provides an in-depth introduction to the nature and workings of international business and trade through lectures and seminars with decision makers in Washington, D.C. Also focuses on the functional operations of international business including marketing, HRM, finance, accounting, and international law. Usually offered every term. *Prerequisite:* admission to the Washington Semester Program.

IBUS-422 International Business and Trade Seminar Research Project (4) For students in the program who wish to conduct substantive research. Students are encouraged to utilize the resources of the city through interviews, surveys, and examination of primary and secondary sources from government and private sector organizations. Usually offered every term. *Prerequisite:* admission to the Washington Semester Program.

IBUS-423 International Business and Trade Internship (4) An opportunity to intern with one of many national and multinational agencies and organizations while participating in this program. The work component is supplemented by class discussions and assignments. Usually offered every term. *Prerequisite:* admission to the Washington Semester Program.

IBUS-490 Independent Study Project in International Business (1-3) *Prerequisite:* IBUS-300, upper-division standing, and permission of instructor, department chair, and associate dean.

Graduate and Advanced Undergraduate Courses

IBUS-507 International Human Resource Management (3) Focuses on the components of international human resource management and how they are used by multinational corporations. Students examine international compensation systems, international recruiting policies, international training and development programs, international labor relations issues, performance appraisal in the international environment, cross-cultural consider-

ations, and safety and termination considerations. Usually offered every spring. *Prerequisite:* undergraduates: IBUS-300 and upper-division standing.

Graduate Courses

IBUS-609 Dauphine Semester (1.5-12) Topics vary by section, may be repeated for credit with different topic. Students enroll in courses offered by the University of Paris, Dauphine. Classes are taught in French. Usually offered every term.

IBUS-618 Manager in the International Economy (3) The practices and principles involved in conducting the functional aspects of business in an international context; includes the study of the nature, scope, and trends of international business as well as the international monetary system, international agreements, and considerations resulting from the environmental differences between nations. Usually offered every term. *Prerequisite:* FIN-605 and ACCT-607.

IBUS-634 Legal Issues in International Investments and Trade (1.5) An intensive introduction to the nature of international investment law, the private customary law of trade and both domestic and international schemes for the regulation of international trade. *Prerequisite:* ACCT-623.

IBUS-685 Topics in International Business (1.5-9) Topics vary by section, may be repeated for credit with different topic. Rotating topics related to current and emerging issues in international business. Offered irregularly.

IBUS-690 Independent Study Project (1-6) *Prerequisite:* permission of instructor and department chair.

IBUS-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

IBUS-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

IBUS-700 International Finance (3) Financial operation of the multinational firm, including the sources of funds, foreign investment decisions, and international transactions and taxation. Also included is a study of the related aspects of the international monetary system, foreign exchange markets, and international banking. *Prerequisite:* FIN-614 and IBUS-618.

IBUS-701 International Banking (1.5) Familiarizes students with the environment and *modus operandi* of multinational banks, with the focus on policy- and concept-oriented issues in international banking. Includes the structure of international banking, basic functions of international banks, offshore banking, foreign exchange management, risk management, off-balance sheet activities, the regulatory environment, country and political risk assessment, and international bank supervision, all addressed from both a theoretical and practical viewpoint. *Prerequisite:* FIN-614 and IBUS-618.

IBUS-703 Issues in International Marketing (3) An examination of identification, analysis, and evaluation of international market opportunities; the influence of cultural, economic, legal, and political differences, as well as different forms of international competition, on the practices of marketing and buyer behavior in other country markets. The strategic approach to

marketing products and services across national borders. *Prerequisite:* MKTG-612 and IBUS-618.

IBUS-705 Export/Import Management (1.5) The study of the practices and procedures of the export and import processes. The emphasis is on international logistics, the role of the international trade intermediaries, and the development of the export marketing program, particularly for small companies. *Prerequisite:* MKTG-612 and FIN-614.

IBUS-707 Managing Human Resources in Multinational Corporations (1.5) The human resource implications associated with working in the international arena with emphasis on the relationship of culture to human resource management, international human resource management strategy, selecting employees for international operations, performance appraisal and compensation. *Prerequisite:* IBUS-618.

IBUS-708 Issues in International Training and Labor Relations (1.5) The human resource implications associated with working in the international arena, with emphasis on training and development, labor relations, instruction and productivity, security and safety, and termination and repatriation. *Prerequisite:* IBUS-618.

IBUS-709 Comparative Management Systems (3) The study of business organizational structures and management procedures in different international environments and the applications of important foreign developments in management for U.S. business. *Prerequisite:* IBUS-618.

IBUS-740 Project Finance in Developing and Transitional Economies (1.5) This course covers the entire cycle of issues and activities in the field of project finance, especially as practiced in developing and transitional economies. Use of case studies and real project models to examine techniques and strategies currently used in multinational institutions, such as the International Finance Corporation, to conduct stand-alone private sector projects. Usually offered every fall.

IBUS-741 International Technology Transfer (1.5) This course explores the role and growing importance of technology transfer in international business and trade within a broad context of cultural, political, legal, and economic environments. The management of technology transfers as viewed from an international consulting perspective. Includes case analysis, projects, class lecture, and discussion. Usually offered every fall.

IBUS-742 Analysis of International Business Expansion (1.5) This course addresses five essential aspects of international business expansion: markets, products/services, business financing, organizational leadership, and competitive standing, all as seen in a global setting. Logical models for diagnosing and focusing on business problems and opportunities are presented. Real-life international business problems are analyzed from the perspective of consultants. Usually offered every spring.

IBUS-743 International Advertising Strategy (1.5) Introducing products of multinational companies into foreign markets requires understanding of international marketing objectives and the realities of competitive and cultural environments. This course covers analyzing national markets from competitive and cultural points of view and developing advertising strategy for global business.

Justice, Law and Society

Undergraduate Courses

JLS-100/JLS-100G Justice in America 4:1 (3) The operations of formal systems of social control and justice in contemporary America; the conditions, values, and processes that have defined them; and the limits of their authority over the individual. Emphasis on the evolution of the criminal, civil, juvenile, and administrative justice systems. Usually offered every term.

JLS-103 Critical Issues in Justice (3) Political, legal, economic, and social problems of justice emphasizing crime, deviance, and other conduct resulting in such socially disapproved labels as mentally ill, delinquent, and criminal. Moral and theoretical issues involved and mechanisms for remedying injustice and controlling socially disapproved behavior. Usually offered every term.

JLS-104 Introduction to Systems of Justice (3) An overview of the formal mechanisms of social control as manifested by the components of the criminal justice system (legislatures, planning agencies, law enforcement, courts, and corrections), civil justice systems, and such other mechanisms as civil commitment. Alternatives to formal processing including diversion, pretrial screening and dispute-settlement programs. Usually offered every term.

JLS-110/JLS-110G Western Legal Tradition 2:1 (3) From the biblical era to the American experiment, the Western legal tradition encompasses primitive, divine, natural, canon, secular, and common law. This course examines the key legal documents and issues of the tradition including the Code of Hammurabi, the Ten Commandments, the trials of Socrates and Jesus, the Magna Carta, the Rule of Law, and Common law. Usually offered every term.

JLS-200/JLS-200G Deprivation of Liberty 4:2 (3) Analysis of the values, costs, and logic of the manners in which classes of people (e.g., criminals, drug abusers, the mentally ill) are defined as dangerous; analysis of the specific means of limiting their ability to harm others, the public order, or themselves. Emphasis on imprisonment, institutionalization, probation, capital punishment, and enforced treatment. Usually offered every term. *Prerequisite for General Education credit:* JLS-100G or PSYC-105G.

JLS-205 History and Philosophy of Criminology (3) Development of theories of criminology and criminal justice over the course of history with special attention to the period from 1700 to the present. Review and evaluation of contemporary knowledge and theories of crime. Usually offered every term.

JLS-206 Justice and Deviant Behavior (3) Consideration of conformity and deviance in the light of broader issues of social justice (poverty, racism, sexism, alienation, etc.), of interactions between persons and groups that engage in and sanction deviance, of the role of ideology in the definition of deviance, and of the social policy consequences of deviance definition. Usually offered every fall.

JLS-210 Policing in America: An Introductory Survey (3) A survey of the history, development, environment, organization, and sociology of American law enforcement, with emphasis on state and local police agencies. Police as an agency of social con-

trol; police as a service agency; police as a part of government and of the justice system. Usually offered every fall.

JLS-211 Contemporary Issues in American Law Enforcement (3) Policy formulation; operational procedures; patrol; performance measurement; women and minorities in policing; labor-management relations; corruption; political accountability; use of force; citizen complaints. Usually offered every spring.

JLS-215/215G Violence and Institutions 4:2 (3) The capacity for violence by agents of an institution acting in service of organizational goals. Through evaluation of case studies, students gain an understanding of the dynamics of institutional violence and its threat to human life. Includes hazardous workplaces, unethical experimentation, dangerous products, torture and terrorism, police and prison use of deadly force, and the death penalty. Usually offered every spring. *Prerequisite for General Education credit:* JLS-100G or PSYC-105G.

JLS-220/JLS-220G Cities and Crime 2:2 (3) Have crime and the urban environment always been linked? Their relationship from biblical times to the present, including the criminal underworld in the eighteenth century; the emergence of juvenile delinquency following the industrial revolution; the literary imagination and mid-nineteenth century urban crime; and crime in developing countries. Usually offered every term. *Prerequisite for General Education credit:* HIST-115G or JLS-110G or LIT-115G.

JLS-225/ JLS-225G American Legal Culture 2:2 (3) The law has become one of the most important regulators in American culture. How did this happen? This course explores the transformation of American legal culture from the colonial era to the present, considering such issues as the challenges of crime, the Cold War and civil rights, the rise of the surveillance state, and images of law in popular culture. Usually offered every term. *Prerequisite for General Education credit:* JLS-110G or GOVT-105G or PHIL-105G.

JLS-230 Corrections in America (3) Survey of current correctional thought and practices in the United States and their evolution. Overview of correctional treatment in different kinds of institutions and in the community. Usually offered every fall.

JLS-253 Juvenile Delinquency: Causes, Prevention and Treatment (3) Development of the individual through childhood and adolescence as it relates to delinquency and crime; special characteristics of juvenile criminality; current principles, policies, and practices for its prevention and control. Factors producing delinquency. Juvenile detention, juvenile court, training schools, and treatment of the offender. Usually offered every spring.

JLS-301 Drugs, Consciousness and Human Fulfillment (3) Positive approaches to achieving alternative states of consciousness with and without drugs; the nonaddictive use of addicting drugs; a balanced assessment of the latest findings on the dangers and benefits of the most widely used nonopiate recreational drugs, such as marijuana, tobacco, caffeine, alcohol, quaaludes, and cocaine; choices for individuals and society regarding the use and control of the substances. Usually offered every spring.

JLS-303 Drugs, Alcohol, and Society (3) Fundamental issues regarding alcohol and drug use and abuse; addiction; treatment and prevention; the history of alcohol, opiates, and other drugs in

the United States and other countries, particularly Great Britain; the formulation of public policies and laws; impact and costs for society. Usually offered every fall.

JLS-304 British Law and Justice System (3) Offered as part of the World Capitals Program in London, this course explores basic British law and the institutions that administer it. Students analyze the law and the justice system in their moral, social, economic, and political contexts. Usually offered every term.

JLS-307 Justice, Law and the Constitution (3) The historical development, theory, principles, and content of criminal and civil law and their interrelationships; exploration of due process, rule of law, and the role of the Constitution in protecting rights and limiting the actions of both civil and criminal justice agencies. Usually offered every term.

JLS-308 Justice, Morality, and the Law (3) Moral issues involved in administering justice in society, emphasizing the nature of human rights and the ideal of justice. Moral consequences of official control actions of lawmakers, justice system careerists, and others involved in the definition of crime and deprivation of liberty, stressing "moral offenses." Offered irregularly.

JLS-309 Justice and Public Policy (3) Examines current basic national, state, and local policy issues that affect the definition of crime and shape public agency responses toward crime. The objective of the course is to sharpen and improve the student's policy-oriented thinking about crime in a constitutional democracy and to develop a method to evaluate policy related to crime. Usually offered every term.

JLS-310 The Legal Profession (3) Analysis of the structure of the legal profession from U.S. and cross-cultural perspectives. Includes the structure and organization of the bar, the social hierarchy of the profession, ethical and moral issues faced by lawyers, the changing status of women and minorities in the profession, and access to legal services for the poor. Usually offered alternate falls.

JLS-311 Introduction to Forensic Science (3) Scientific analysis and identification of evidence and documents, special police techniques, interpretation of medical reports, and preparation of reports. Usually offered every fall.

JLS-313 Organized Crime (3) Organized crime in the United States; its effect on society and the need for integrated response by people, government, and business. Organized crime as a social subculture. Socioeconomic and political aspects of organized crime emphasizing internal controls and external relations with various political and economic sectors. Usually offered every term.

JLS-315 White-Collar and Commercial Crime (3) Economic and fiscal implications and enforcement problems. Fraudulent association, bankruptcy fraud, monopoly and coercive competitive practices, and illegal use of securities and credit cards. Problems of theoretical criminology presented by white-collar crime. Usually offered every spring.

JLS-332 Corrections and the Constitution (3) Examination of the evolving relationship between correctional agencies and the U.S. Constitution. Landmark court decisions are reviewed within the framework of competing demands for fairness and crime control. Contemporary correctional issues and emerging innovations

are presented and discussed in the context of cost, effectiveness, and constitutional guarantees and protections. Usually offered every fall.

JLS-333 Law, Psychology, and Justice (3) Examines psycholegal research related to evidentiary issues in the criminal and civil justice process. Areas covered include accuracy of childhood testimony, eyewitness identification, judicial use of social science research, impact of nonadversarial versus adversarial expert testimony. Usually offered every spring.

JLS-342 Judicial Administration (3) Major issues in criminal and civil justice systems, including detention, plea bargaining, pre-trial motions, collateral attack. Roles of prosecutor and defense counsel. Discovery and other instruments for narrowing issues and expediting litigation. Alternative methods of resolution, judicial management problems, fact-finding, and the jury system. Usually offered every fall.

JLS-343 Issues in Civil Justice (3) This course examines the institutional arrangements that constitute our system of civil justice. It describes the various decisions that are made to transform a grievance between citizens into a matter that comes before civil courts as well as those procedures followed by the courts to resolve a matter. Usually offered every spring.

JLS-352 Psychiatry and the Law (3) Basic psychiatric principles including contemporary views of causes, manifestations, patterns, and treatments of psychiatric and behavioral disorders; trends in the use of psychiatric resources to deal with deviant behavior within and without the criminal justice system. Includes incompetence as bar to trial, insanity as defense, civil commitment, drug addiction, alcoholism, psychiatry in processing and treating juvenile offenders, and rehabilitative efforts of the corrections system. Usually offered every fall.

JLS-380 Introduction to Justice Research (3) Social research methods as applied to justice research. The function and role of justice research and the nature and form of research designs, methods, and tools. Usually offered every term. *Prerequisite:* STAT-202 and junior standing.

JLS-382 Determination of Fact (3) An introduction to fact finding. Considers how necessary factual bases for administrative, managerial, legislative, and adjudicative decisions are established; discusses ethical strategies for using physical evidence, people, records, and files in proof; compares investigation, auditing, and scientific method; and uses examples from criminal, civil, juvenile, and military justice system design and operation problems. Usually offered every spring.

JLS-390 Independent Reading Course in Justice (1-6) *Prerequisite:* permission of instructor and department chair.

JLS-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

JLS-401 Criminal Behavior: A Psychosocial Analysis (3) Examines various clinical and theoretical explanations for different types of criminal behavior including an analysis of the violent offender, the psychopathic offender, and the white-collar offender. Readings and other case-study material of actual criminal offenders are examined in order to develop an understanding of the causes and treatment. Usually offered every spring.

JLS-402 Comparative Systems of Law and Justice (3) A cross-cultural analysis of the role of law. Exploration of the administration of law and justice in various societies, from least developed to most developed. Special emphasis on comparative analysis of criminal justice systems, including policing, courts, and correctional systems. Usually offered every term.

JLS-412 Law and the Corporate World (3) An examination of the role of corporations in national and international economies and the legal constraints associated with this mode of business. Legal principles of corporate formation, financing, management and control. Analysis of the duty of care and the business judgement rule, along with the anti-fraud provisions of the federal securities laws. Usually offered every fall.

JLS-420 Legal Reasoning (3) Students absorb scholars' and judges' descriptions of analysis and decision in law; practice legal reasoning themselves through analysis of appellate decisions, statutes, and the U.S. Constitution; study procedural and organizational components of the American legal system; and choose an area in which to concentrate and synthesize their learning by developing reasoned arguments. Offered irregularly.

JLS-431 The Prison Community (3) Social organization in correctional institutions. Inquiry into the nature, organization, and aims of the penal system and its effect on groups it deals with. Interaction of groups within institutions. Usually offered every spring.

JLS-454 Violence in America (3) Emphasis on various ideologies and events that cause or reduce violence, such as social movements, depressions, war, and political repression. Offered irregularly.

JLS-458 The Juvenile and the Law (3) Special legal status of the juvenile. Protective services, incompetence to enter contracts, compulsory education, child labor laws, and *in loco parentis* actions by state and private institutions. Juvenile and family court movement, emphasizing noncriminal aspects of administering juvenile justice: guardianship, dependency, neglect, child support, paternity, and adoption. Usually offered every fall.

JLS-464, JLS-465 Transforming Communities Seminar I (4), II (4) The interdisciplinary Washington Semester in Transforming Communities seminars introduce students to community issues through lectures, guest speakers, and site visits to community-based and government organizations at the front lines of community transformation. Issues discussed include housing, business development, community safety, social policy, and education. Meets with GOVT-417/GOVT-418. Usually offered every term. *Prerequisite:* admission to the program.

JLS-466 Transforming Communities Research Project (4) Students in the Washington Semester in Transforming Communities complete an original research project on an issue related to policy or grassroots activism. Usually offered every term. *Prerequisite:* admission to the program.

JLS-467 Transforming Communities Internship (4) Washington Semester in Transforming Communities public or private sector internships in either policy making or project planning. Usually offered every term. *Prerequisite:* admission to the program.

JLS-490 Independent Study Project in Justice (1-6) *Prerequisite:* permission of instructor and department chair.

JLS-491 Internship in a Justice Setting (1-6) Provides students with actual experience in the administration of justice through assignment to enforcement, judicial, or correctional agencies under joint supervision of agency officials and university instructors. *Prerequisite:* permission of instructor and department chair.

JLS-492 Washington Justice Seminar I: A National and Intergovernmental Perspective (4) Classroom section of seminar. Each session covers a specific area in terms of theory and operational principles and explores the roles of all three branches of government in creating and operating justice systems in federations. Usually offered every fall and spring. *Prerequisite:* admission to program.

JLS-493 Washington Justice Seminar II: A National and Intergovernmental Perspective (4) Laboratory section of seminar. Field visits with discussions led by agency personnel regarding the intergovernmental roles of their agencies and their place in justice systems. Theory and operational principles covered in JLS-492. Usually offered every fall and spring. *Prerequisite:* admission to program.

Graduate and Advanced Undergraduate Courses

JLS-501 The Concept of Justice (3) Major philosophical contributions to the definition of justice. The relationship of the ideal of justice to concrete situations in which issues of justice (civil, criminal, or political) arise. Offered irregularly.

JLS-504 Comparative Criminology and Criminal Justice (3) A comparative study of criminology and criminal justice systems as developed in the United States and elsewhere. Usually offered alternate years.

JLS-513 Law and Economics (3) Examination of the uses and limits of economic reasoning in addressing problems in criminal and civil law. Issues include the effects of assigning liability, the relationship between equity and efficiency and how law creates incentives for certain types of behavior. Nuisance law, breach of contract and product liability are also discussed. Usually offered alternate years.

JLS-517 Victimology (3) Victims as an integral part of crime. Theories and research results on the victim role, criminal-victim relationships, concepts of responsibility, and society's reaction to victimization. Sexual assault, child abuse, and victimization of the elderly. Crisis-intervention centers, court-related victim/witness services, restitution, and compensation. Offered irregularly.

JLS-520 Insider's View of Justice (3) An in-depth study of the philosophy, organizational structure, and operation of the American justice system. The course employs direct observation through on-site visits and face-to-face discussions with justice practitioners in the Washington, D.C. metropolitan area. Usually offered every summer.

JLS-525 Law and the Corporate World (3) An examination of the role of corporations in national and international economies and the legal constraints associated with this mode of business. Legal principles of corporate formation, financing, management and control. Analysis of the duty of care and the business judge-

ment rule, along with the anti-fraud provisions of the federal securities laws. Usually offered every fall.

JLS-526 Domestic Violence (3) A survey of domestic violence; spouse, sibling, and elder abuse; and sexual or other violence among intimates in its broader context and from a multidisciplinary perspective. Policies, laws, court decisions, and short and long term intervention strategies are considered. Usually offered every spring.

JLS-530 Concepts of Punishment (3) The philosophical issues associated with criminal punishment, particularly the moral justification for punishment. The relationship between theories of punishment and theories of the state, theories of ethics, and broader philosophical issues such as free will versus determinism. Usually offered alternate years.

JLS-535 Gender and the Law (3) Gender and criminal, civil, and regulatory law. Criminal issues include sexual assault, prostitution, and the criminalization of pornography and sexual trafficking in women, and gender relations in the criminal justice system. Civil issues include marital and divorce laws and laws regarding reproduction. Other issues include sexual harassment and discrimination in housing, credit, insurance, employment, and education. Usually offered every fall.

JLS-541 Law and Authoritarian Societies (3) The theory and practice of the police state in comparative perspective. Authoritarian and antidemocratic aspects of police and other criminal justice agencies. Other agencies of social control in both democratic and nondemocratic settings. Democratic controls and human rights. Offered alternate years.

JLS-550 Drugs, Crime, and Public Policy (3) Review of the history of drug abuse in America; the relationship between drug abuse and crime, including marijuana, heroin, and alcohol; national strategies to deal with drug abuse; improvement of policies in the future. Usually offered every fall.

JLS-551 Comparative Justice Studies Abroad (3-6) On-site review of theories and practices of crime and criminal justice systems of other countries, including crime, justice, and heroin in England; juvenile justice in England and America; comparative corrections; and administration of justice in England, Sweden, Denmark, and the Netherlands. Usually offered every summer.

JLS-590 Independent Reading Course in Justice (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

JLS-601 Law and Society: Law and the Social Sciences (3) Historical and contemporary literature in law and the social sciences. Critical assessment of major research endeavors conducted by lawyers and social scientists, including plea bargaining, conflict resolution, the jury system, the legal profession, law and the mass media, and the function of law and public opinion in different societies. Offered irregularly.

JLS-602 Law and Society: Legal Theory (3) Introduction to the philosophical analysis of law and its role in society. The course considers questions such as what is law, how is it different from brute force, is there a moral obligation to obey the law, and what are the limits of legal responsibility. Classical, contemporary, and

critical approaches, ranging from natural law theory to critical and feminist theory. Usually offered every fall.

JLS-608 The Constitution and Criminal Procedure (3) Constitutional standards and operation of the criminal justice system. Police practices, bail, decision to prosecute, scope of prosecution, grand jury proceedings, preliminary hearings, right to counsel, right to speedy trial, plea bargaining, discovery and disclosure, jury trial, trial by newspaper, double jeopardy, and post-trial proceedings. Offered irregularly.

JLS-609 Justice and Public Policy: Criminological Theory (3) Examines criminological theory including early religious and spiritual notions of crime, and classical, rational choice and deterrence theories. The development of positivism from both a biosocial and psychological perspective, the range of sociological theories and the empirical research related to these theories. Usually offered every fall.

JLS-610 Justice and Public Policy: Controversial Issues (3) The American justice systems and the theories underlying them. Focus is on the criminal justice process and issues related to each step and institution in it. Includes varieties of law and justice, issues dealing with the police, courts, and corrections. Usually offered every fall.

JLS-615 Law and Human Rights (3) Legal, moral, and historical examination of international human rights. Friction among the values of national sovereignty, individual rights, self-determination, and the toleration of minorities is considered, as well as legal and extra-legal methods for humanitarian intervention, from World Court indictments to military invasion. Usually offered every third semester.

JLS-620 Crime, Conscience and Community (3) Examination of forces that shape criminal behavior and informal community responses to crime: biology, family, peers, neighbors, schools, media. How criminal justice system components use other public and private institutions to accomplish their goals and how scholarly disciplines deal with these factors. Usually offered every fall.

JLS-638 Race and Justice in America (3) An examination of race and justice in America, with a focus on the historical and contemporary experiences of African Americans. Includes slavery, plantation prisons, legal and illegal executions, medical experimentation, segregation, poverty, ghettos, and contemporary prisons. Usually offered every fall.

JLS-643 Advanced Seminar in Policing (3) Topics vary by section, may be repeated for credit with different topic. An examination of major U.S. police and law enforcement systems and issues. The focus of the course may be either the role of police in society, police-community relations, and special problems in policing, or management and policy issues such as police organization, federalism, police effectiveness, police discretion and use of force, and police accountability. Offered irregularly.

JLS-648 Law and Religion (3) Examines the intersection of religion with American law, politics, and society. The course focuses on the role of religion in the constitutions, statutes, and policies of federal and state governments, including U.S. Supreme Court decisions defining church-state law. Also examines the experiences and contributions of minority religious sects and politico-religious movements in American life. Offered irregularly.

JLS-663 Advanced Seminar in Courts (3) Topics vary by section, may be repeated for credit with different topic. Seminar on topics such as: Jurisprudence: sources of law; mental health and the law; law, science, and the courts; philosophy of law; intergovernmental relations; alternatives (civil and criminal). Sentencing: policy options, societal trends, technological implications. Management: strategic planning, management and evaluation, trial court performance standards, personnel issues, case flow strategies. Conflict resolution: comparative negotiation; arbitration and mediation systems; labor/management conflict resolution. Offered irregularly.

JLS-680 Introduction to Justice Research I (3) The logic of scientific inquiry and the nature and process of social research as applied to justice. Theory, concepts, practices, and the demonstration of their reliability and validity. Attention is also given to methods of sampling design and techniques of data collection. Usually offered every fall.

JLS-681 Introduction to Justice Research II (3) Methods of data analysis applicable to research in the justice field. Building on the concepts presented in JLS-680, the course examines the link between research design and empirical analysis, the role of probability in hypothesis testing, and the concept and techniques of descriptive and inferential statistics. Usually offered every spring. *Prerequisite:* JLS-680.

JLS-686 Advanced Seminar in Corrections (3) Topics vary by section, may be repeated for credit with different topic. Examination of the origin, nature, and operation of various correctional institutions and practices. The focus of the course varies by semester; topics include institutional corrections, community corrections, intermediate sanctions, legal aspects of corrections, the death penalty, and philosophical theories of punishment. Offered irregularly.

JLS-687 Law, Deviance, and the Mental Health System (3) Examines the interprofessional relationship between law and the mental health systems, including areas of conflict and close working relationships. Areas covered include standards for involuntary hospitalization, the role of the insanity defense, psychiatric liability, and the rights of the mentally ill, including the right to treatment and the right to require treatment. Offered irregularly.

JLS-690 Independent Study Project in Justice (1-6) *Prerequisite:* permission of instructor and department chair.

JLS-691 Internship in a Justice Setting (1-6) Provides students with experience in administering justice in operational or research settings through assignment to legislative, regulatory, planning, police, judicial, or correctional agencies under joint agency/school supervision that includes faculty evaluation of ongoing written reports. *Prerequisite:* permission of instructor and department chair.

JLS-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

JLS-710 Seminar in Justice, Law and Society (3) Analysis and critique of major theoretical approaches to the study of justice and the law. The interactions among the justice system, law, and society are investigated, including the conceptual underpinnings of the discipline, as well as an in-depth treatment of the field's em-

pirical research. Usually offered every spring. *Prerequisite:* admission to Ph.D. program or permission of the instructor.

JLS-797 Master's Thesis Research (1-6) *Prerequisite:* permission of department.

JLS-799 Doctoral Dissertation Seminar (1-12) *Prerequisite:* permission of department.

Jewish Studies

Note: for additional Jewish Studies courses see also History (HIST-xxx), Literature (LIT-xxx), International Service (SIS-xxx), Philosophy (PHIL-xxx), and Religion (RELG-xxx)

Undergraduate Courses

JWST-205/JWST-205G Ancient and Medieval Jewish Civilization 2:2 (3) Examines the independent Jewish states that flourished in Palestine, the rise of the most important Jewish communities outside the ancient Jewish homeland, and the foreign influences that shaped not only the political life of the Jews but also their internal organization and their creativity. Usually offered every fall. *Prerequisite for General Education credit:* ARTH-100G or LIT-115G or PHIL-105G or JLS-110G.

JWST-210/JWST-210G Voices of Modern Jewish Literature 2:2 (3) Explores a variety of literary works analyzing the historical experience of modern Jewish communities in Europe, as well as the United States and Israel, emphasizing how migration, racism, industrialization, and political change affected these Jews and their Judaism. Usually offered every spring. *Prerequisite for General Education credit:* HIST-115G or RELG-105G or WGST-150G.

JWST-320 Topics in Jewish Culture (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics on historical and contemporary aspects of the Jewish heritage, such as Judaism and Hellenism; Judaism and Islam; art, dance, and drama as expressions of the Jewish spirit; and Jewish education, content, and method.

JWST-390 Independent Reading Course in Jewish Studies (1-6) *Prerequisite:* permission of instructor and director.

JWST-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of director and Cooperative Education office.

JWST-481 Senior Thesis in Jewish Studies I (3) Jewish studies majors prepare a thesis on a topic selected after consultation with the student's advisor. Usually offered every fall.

JWST-482 Senior Thesis in Jewish Studies II (3) Completion of senior thesis on a topic selected after consultation with the student's advisor. Usually offered every spring. *Prerequisite:* JWST-481.

JWST-490 Independent Study Project in Jewish Studies (1-6) *Prerequisite:* permission of instructor and director.

JWST-491 Internship in Jewish Studies (1-6) Provides students an opportunity to enrich organizational skills and gain experience in community relations, religious, Israel-centered, or social welfare agencies. *Prerequisite:* permission of instructor and director.

Graduate Courses

JWST-590 Independent Reading Course in Jewish Studies (1-6) *Prerequisite:* permission of instructor and director.

JWST-690 Independent Study Project in Jewish Studies (1-6) *Prerequisite:* permission of instructor and director.

Language and Foreign Studies

LFS-200/LFS-200G Russia and the United States 3:2 (3) A comparative study of the two superpowers, Russia and the United States, through an interdisciplinary approach with emphasis on the major similarities and differences. The course draws primarily from international studies, political science, history, literature, and the arts. Usually offered every fall. Taught in English. *Prerequisite for General Education credit:* SIS-105G or GOVT-130G.

LFS-210/LFS-210G Latin America: History, Art, Literature 3:2 (3) Latin America's history through the words of the writer, the brush of the painter, the pen of the cartoonist, and the lens of the photographer. Analysis of how the Latin (Spanish, Portuguese and Islamic), African, and indigenous cultural heritages have combined to produce a unique culture. Usually offered every term. Separate sections taught in English and Spanish. *Prerequisite for General Education credit:* ANTH-110G or LIT-150G or SIS-105G or SIS-140G; and, *prerequisite for Spanish section:* three years of college Spanish or permission of instructor.

LFS-230/LFS-230G The Modernist Explosion: Culture and Ideology in Europe 2:2 (3) Studies the development of the modernist movement in Europe in the first third of the twentieth century, with special emphasis on the German Weimar republic, 1918-1933. The course examines primary works of literature, visual art, music, and film (in English translation) in the context of political history. Usually offered every spring. Taught in English. *Prerequisite for General Education credit:* ARTH-100G or HIST-110G or GOVT-105G.

COURSES BY LANGUAGE

Note: Students with three years of high school preparation in a language normally register for 200-level courses. Students with four years of high school preparation normally register for 300-level courses.

ARABIC

ARAB-102 Arabic Elementary I (4) Introduction to modern standard Arabic used in formal situations, meetings, instruction in schools and universities around the Arab world, and the media. The phonology and script of the language, important syntactic structures, morphology, understanding simple material including frequent structural patterns and vocabulary. Usually offered every fall.

ARAB-103 Arabic Elementary II (4) Continuation of ARAB-102. Usually offered every spring. *Prerequisite:* ARAB-102 or equivalent.

ARAB-202 Arabic Intermediate I (4) Further practice in conversation; acquisition of new grammatical structures and vocabulary. Includes cultural subjects related to customs, history,

geography and literature. Usually offered every fall. *Prerequisite:* ARAB-103 or equivalent.

ARAB-203 Arabic Intermediate II (4) Continuation of ARAB-202. Usually offered every spring. *Prerequisite:* ARAB-202 or equivalent.

CHINESE

CHIN-112 Chinese, Elementary I (5) Prepares students to function in everyday situations in the Chinese-speaking world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Usually offered every fall.

CHIN-113 Chinese, Elementary II (5) Continuation of CHIN-112. *Prerequisite:* CHIN-112 or equivalent. Usually offered every spring.

CHIN-212 Chinese, Intermediate I (5) Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and further development of communicative skills. Usually offered every fall. *Prerequisite:* CHIN-113 or equivalent.

CHIN-213 Chinese, Intermediate II (5) Continuation of CHIN-212. Usually offered every spring. *Prerequisite:* CHIN-212 or equivalent.

CZECH

CZEC-162 Introduction to the Czech Language (1) This two-week intensive course in Czech is an introduction to the language for the World Capitals Semester in Prague, and coincides with the students' immersion in Czech and acculturation. Offered only in Prague. Usually offered every fall and spring.

CZEC-164 Elementary Czech Language I (3) Continuation of CZEC-162. Students expand their basic knowledge of Czech and explore conjugations, declensions, verb tenses, the use of pronouns, adverbs, and elementary translation. Offered only in Prague. Usually offered every fall and spring. *Prerequisite:* CZEC-162 or equivalent.

FRENCH: Undergraduate Courses

FREN-122 French, Elementary I (4) Prepares students to function in everyday situations in the French-speaking world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Designed for students with no prior experience with French. Usually offered every fall and summer.

FREN-123 French, Elementary II (4) Continuation of FREN-122. Usually offered every spring and summer. *Prerequisite:* FREN-122 or equivalent.

FREN-222 French, Intermediate I (4) Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and further development of communicative skills. Content focuses on cultural patterns in the French-speaking world. Usually offered every fall. *Prerequisite:* FREN-123 or equivalent.

FREN-223 French, Intermediate II (4) Continuation of FREN-222. Usually offered every spring. *Prerequisite:* FREN-222 or equivalent.

FREN-224 Living in French (1) Part of the World Capitals Program in Brussels, the course focuses on various aspects of life in Belgium and the experiences students encounter during the program. The primary objective is to improve oral communication and aural comprehension skills. Includes social, political, and economic aspects of the Belgium culture. Usually offered every fall and spring.

FREN-321 Written and Spoken Business French (3) Part of the International Marketing program in Brussels, this course reviews and enhances audio-lingual and reading/writing skills, and familiarize students with common business terminology and formatting of written documents such as business letters and memos. Course readings are drawn from a variety of business-related texts. The course also maximizes the advantage of the French-speaking environment Brussels provides. Usually offered every spring.

FREN-322 Advanced French I (3) Promotes the advanced active use of French in culturally authentic contexts. Emphasis on the development of fluency and accuracy in oral and written communication. Designed for students who have completed the intermediate level. Usually offered every fall. *Prerequisite:* FREN-223 or equivalent.

FREN-323 Advanced French II (3) Continuation of FREN-322. Usually offered every spring. *Prerequisite:* FREN-322 or equivalent.

FREN-324 *Civilisation Française I* (3) France from the Middle Ages to the French Revolution—a survey of political, social, and economic developments, emphasizing the differences between the *culture des élites* and *culture du peuple*, as seen through primary sources. Meets with FREN-624. Usually offered alternate falls. *Prerequisite:* three years of college French.

FREN-325 *Civilisation Française II* (3) France in the nineteenth and twentieth centuries. Study of the *nouveau régime*, the effects of the French revolutions on the social classes and their mental structures. Emphasis on the difference between the *culture des élites* and *culture du peuple*. Meets with FREN-625. Usually offered alternate springs. *Prerequisite:* three years of college French.

FREN-326 French Topics (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics taught in French include political life, the role of women, French politics, France today, French cinema, advanced French translation, etc. Usually offered every term. Meets with FREN-626. *Prerequisite:* FREN-323 or permission of instructor.

FREN-327 *Le Français Commercial* (3) Advanced language course focusing on business expressions and terminology intended to prepare students for the *Certificat Pratique* examination offered by the Paris Chamber of Commerce. Emphasis on written and oral skills. Students learn to comprehend texts related to advertising, agriculture, banking, insurance, etc. and to write business letters and reports in French. Meets with FREN-627. Usually offered alternate falls. *Prerequisite:* FREN-323.

FREN-328 French Translation: Concepts and Practice (3) An introduction to the methods, techniques, and problems involved in translating from French into English. Emphasis is on the practice of translating general material with some consideration of the translation of specialized material. Introduction to the field of translation as a profession. Usually offered every fall. Meets with FREN-628. *Prerequisite:* FREN-323 or permission of instructor.

FREN-329 French Translation Workshop (3) This course is offered in tandem with FREN-328. Less emphasis is placed on theory and more time is given to systematic translation practice. Texts are selected from a wide variety of sources that offer examples of journalistic and literary language, as well as the more specialized terminology of commerce, technology and law. Meets with FREN-629. Usually offered every spring. *Prerequisite:* three years of college French.

FREN-365 Les Registres du Français (3) An introduction to the cultural levels of the French language—colloquial, standard, formal, and familiar—and to the differences between spoken and written French. Also includes study of literary prose, versification, dialects, and aspects of selected technical vocabularies. Designed for students who wish to understand the intricacies of the French language. Meets with FREN-665. Usually offered alternate falls. *Prerequisite:* FREN-326 and sophomore standing.

FREN-385 Paris: Civilization and Culture (4) Part of the World Capitals Program in Paris. Lectures and discussions focus on art, architecture and literature in Paris, using the physical city as a “text” to further understand French culture. Reading and writing assignments integrate classroom and field trips. Taught in English. Usually offered every spring. *Note:* does not carry credit toward the French major.

LFS-491 Internship: French (1-6) *Prerequisite:* permission of instructor and department chair.

FRENCH: Graduate and Advanced Undergraduate Courses

FREN-520 Style et Syntaxe du Français (3) This course is designed to teach students to analyze literary texts and comment on them with clarity and insight. It also attunes students to the nuances of the written language and teaches them the intricacies of composition writing. Usually offered alternate falls. *Prerequisite:* two French courses beyond FREN-323 Advanced French II or permission of instructor.

FREN-521 Le Classicisme Français (3) Study of major literary works of seventeenth century France in light of the socio-cultural system that they reflect. Focus on formal and sociocultural methods of reading. All works are studied primarily as texts and the art of their construction and expression is closely examined. Lectures provide introductory and supplemental information. Usually offered alternate springs. *Prerequisite:* two French courses beyond FREN-323 Advanced French II or permission of instructor.

FREN-522 Le Siècle des Lumières (3) Attitudes and ideas of the age of enlightenment as reflected in Montesquieu, Diderot, the Encyclopedists, Voltaire, and Rousseau. Offered irregularly. *Prerequisite:* two French courses beyond FREN-323 Advanced French II or permission of instructor.

FREN-524 Le Réalisme (3) Nineteenth century French literature from the decline of romanticism to the turn of the century. Periods of expression known as realism, naturalism, and symbolism. Offered irregularly. *Prerequisite:* two French courses beyond FREN-323 Advanced French II or permission of instructor.

FREN-526 Les Grands Auteurs Français I (3) Study of major French literary works from the middle ages through the eighteenth century. All works are studied as texts and the art of their construction and expression is closely examined. Attention is paid to the conflict between individual and social forces, the metamorphosis of form and content, and the evolution of language. Offered irregularly. *Prerequisite:* two French courses beyond FREN-323 Advanced French II or permission of instructor.

FREN-527 Les Grands Auteurs Français II (3) Study of major French writers of the nineteenth and twentieth centuries. Readings are drawn from representative works of the various authors to show the emergence, development, and transformations of literary form. Special emphasis is placed on literary analysis and critical writing. Offered irregularly. *Prerequisite:* two French courses beyond FREN-323 Advanced French II or permission of instructor.

FREN-528 Le Moyen Age (3) The world of French literature and civilization from 1100 to 1500 and the evolution of the French language from vulgar Latin to *Moyen Français*. A survey of French literature from *La Chanson de Roland* to Villon's poetry, including the historical, social, religious, and political backgrounds. Usually offered alternate falls. *Prerequisite:* two French courses beyond FREN-323 Advanced French II or permission of instructor.

FRENCH: Graduate Courses

FREN-620 French Reading for Research (0) For graduate students who have studied French but require a refresher course stressing grammar review, vocabulary building and translation. Successful completion of the course with a grade of B or better may satisfy the graduate tool of research requirement; students should consult with their academic advisor. Usually offered every term. *Prerequisite:* two years of high school or one year of college French. *Note:* This non-credit course is open only to American University graduate students.

FREN-624 Civilisation Française I (3) France from the Middle Ages to the French Revolution—a survey of political, social, and economic developments, emphasizing the differences between the *culture des élites* and *culture du peuple*, as seen through primary sources. Meets with FREN-324. Usually offered alternate falls. *Prerequisite:* three years of college French.

FREN-625 Civilisation Française II (3) France in the nineteenth and twentieth centuries. Study of the *nouveau régime*, the effects of the French revolutions on the social classes and their mental structures. Emphasis on the difference between the *culture des élites* and *culture du peuple*. Meets with FREN-325. Usually offered alternate springs. *Prerequisite:* three years of college French.

FREN-626 French Topics (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics taught in French include political life, the role of women, French politics, France today, French cinema, advanced French translation, etc.

Meets with FREN-326. *Prerequisite:* FREN-323 or permission of instructor.

FREN-627 Le Français Commercial (3) Advanced language course focusing on business expressions and terminology intended to prepare students for the *Certificat Pratique* examination offered by the Paris Chamber of Commerce. Emphasis on written and oral skills. Students learn to comprehend texts related to advertising, agriculture, banking, insurance, etc. and to write business letters and reports in French. Meets with FREN-327. Usually offered alternate falls. *Prerequisite:* FREN-323.

FREN-628 French Translation: Concepts and Practice (3) An introduction to the methods, techniques, and problems involved in translating from French into English. Emphasis is on the practice of translating general material with some consideration of the translation of specialized material. Introduction to the field of translation as a profession. Meets with FREN-328. Usually offered every fall.

FREN-629 French Translation Workshop (3) This course is offered in tandem with FREN-628. Less emphasis is placed on theory and more time is given to systematic translation practice. Texts are selected from a wide variety of sources that offer examples of journalistic and literary language, as well as the more specialized terminology of commerce, technology and law. Meets with FREN-329. Usually offered every spring. *Prerequisite:* three years of college French.

FREN-665 Les Registres du Français (3) An introduction to the cultural levels of the French language—colloquial, standard, formal, and familiar—and to the differences between spoken and written French. Also includes study of literary prose, versification, dialects, and aspects of selected technical vocabularies. Designed for students who wish to understand the intricacies of the French language. Meets with FREN-365. Usually offered alternate falls.

LFS-691 Internship: French (1-3) *Prerequisite:* permission of instructor and department chair.

FREN-702 Seminar in French Studies (3) Topics vary by section, may be repeated for credit with different topic. Reports and critical discussion of research papers on French literature. Usually offered every term.

GERMAN: Undergraduate Courses

GERM-132 German, Elementary I (4) Prepares students to function in everyday situations in the German-speaking world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. One class per week emphasizes oral communication. Designed for students with no prior experience with German. Usually offered every fall.

GERM-133 German, Elementary II (4) Continuation of GERM-132. Usually offered every spring. *Prerequisite:* GERM-132 or equivalent

GERM-136 Intensive German Language Level I (4) Part of the World Capitals Berlin Semester, this course provides emphasis on vocabulary acquisition, basic grammatical structure, development of correct pronunciation, intensive exercise of oral skills in situations, and reading basic texts. Usually offered every fall.

GERM-232 German, Intermediate I (4) Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and further development of communicative skills. Content focuses on cultural patterns in the German-speaking world. One class per week emphasizes oral communication skills. Usually offered every fall. *Prerequisite:* GERM-133 or equivalent.

GERM-233 German, Intermediate II (4) Continuation of GERM-232. Usually offered every spring. *Prerequisite:* GERM-232 or equivalent.

GERM-236 Intensive German Language Level II (4) Part of the World Capitals Berlin Semester, this course provides refinement of basic skills, learning of more complex grammatical structure and syntax, expansion of vocabulary, and intensive practice of conversation and writing in a cultural context. Usually offered every fall. *Prerequisite:* GERM-133, GERM-136, or equivalent.

GERM-332 German Conversation and Composition I (3) Promotes the advanced active use of German in culturally authentic contexts. Emphasis on the development of fluency and accuracy in oral and written communication. Written and oral exercises focus on a broad range of communicative genres. Usually offered every fall. *Prerequisite:* GERM-233 or equivalent.

GERM-333 German Conversation and Composition II (3) Continuation of GERM-332. Usually offered every spring. *Prerequisite:* GERM-332 equivalent.

GERM-335 Intensive German Language Level III (4) Part of the World Capitals Berlin Semester, this course promotes the advanced active use of German in culturally authentic contexts. Emphasis is placed on the development of fluency and accuracy in oral and written communication. Exercises focus on a variety of genres and provide insights into the German-speaking world. Usually offered every fall. *Prerequisite:* GERM-233, GERM-236 or equivalent.

GERM-336 German Topics (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics taught in German include customs and manners, lands and regions, east and west, survey of arts, etc. Offered irregularly. *Prerequisite:* GERM-233 or permission of instructor.

GERM-337 Berlin, the Holocaust and the Nazi Legacy (3) Part of the World Capitals Berlin Semester, this course studies multiple aspects of the Nazi era, particularly its policies of genocide, and its legacy in contemporary Germany, with emphasis on the city of Berlin. Taught in English. Usually offered every fall.

GERM-338 Introduction to German Translation (3) An introduction to the methods, techniques, and problems involved in translating from German into English. Emphasis on translating general material, with some consideration of the translation of specialized material. Introduction to the field of translation as a profession. Usually offered alternate falls. *Prerequisite:* GERM-333 or permission of instructor.

GERM-339 Business German (3) Advanced language course designed to provide an introduction to the language and concepts of business and economics in German-speaking countries. The course combines acquisition of language skills with study of the

geographical and sociopolitical context of the German-speaking world. Usually offered every spring. *Prerequisite:* GERM-233 or equivalent.

GERM-432 Studies in German Film (3) Introduction to the history, theory, and critical analysis of the German cinema arts. Weekly film screenings provide a framework for the study and criticism of German film, from its beginnings through the New German Cinema. Usually offered alternate falls. *Prerequisite:* GERM-333 or permission of instructor.

GERM-433 German Lyric Poetry (3) Survey of German lyric poetry, as well as selected examples of longer poetic works, as expressions of the German cultural identity throughout history. The focus of the course is interdisciplinary, encompassing poetry's relationship to music, visual art, historiography, religion and politics. Usually offered alternate falls. *Prerequisite:* GERM-333 or permission of instructor.

GERM-436 Intensive Advanced German (4) Part of the World Capitals Berlin Semester, this course provides practice of speaking and writing on an advanced level. Emphasis on familiarity with various communicative genres with the goal of advanced proficiency in a variety of styles. Regular classroom discussions and writing exercises, as well as practice in language use in an authentic setting. Usually offered every fall. *Prerequisite:* GERM-236 or GERM-332 or equivalent.

GERM-438 German Civilization I (3) A survey of the cultural development of German-speaking Europe from its beginnings to the end of the Middle Ages. Historical developments, literature, art, and music are studied as the basis for discussion of German cultural history. Taught in German. Usually offered alternate falls. *Prerequisite:* GERM-333 or permission of instructor.

GERM-439 German Civilization II (3) Continuation of GERM-438, covering German history from the sixteenth to the twenty-first century. Taught in German. Usually offered alternate springs. *Prerequisite:* GERM-333 or permission of instructor.

LFS-491 Internship: German (1-6) *Prerequisite:* three years of college German or equivalent, and permission of instructor and department chair.

HEBREW

HEBR-116 Hebrew, Elementary Modern I (3) Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Designed for students with no prior experience with Hebrew. Usually offered every fall.

HEBR-117 Hebrew, Elementary Modern II (3) Continuation of HEBR-116. Usually offered every spring. *Prerequisite:* HEBR-116 or equivalent.

HEBR-216 Hebrew, Intermediate Modern I (3) Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and development of communicative skills. Usually offered every fall. *Prerequisite:* HEBR-117 or equivalent.

HEBR-217 Hebrew, Intermediate Modern II (3) Continuation of HEBR-216. Usually offered every spring. *Prerequisite:* HEBR-216 or equivalent.

HINDI

HIND-110 Hindi, Elementary I (3) Usually offered alternate falls.

HIND-111 Hindi, Elementary II (3) Continuation of HIND-110. Usually offered alternate springs. *Prerequisite:* HIND-110 or equivalent.

ITALIAN

ITAL-118 Italian, Elementary I (3) Prepares students to function in everyday situations. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Designed for students with no prior experience with Italian. Usually offered every fall and summer.

ITAL-119 Italian, Elementary II (3) Continuation of ITAL-118. Usually offered every spring and summer. *Prerequisite:* ITAL-118 or equivalent.

ITAL-218 Italian, Intermediate I (3) Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and development of communicative skills. Content focuses on cultural patterns in the Italian-speaking world. Usually offered every fall. *Prerequisite:* ITAL-119 or equivalent.

ITAL-219 Italian, Intermediate II (3) Continuation of ITAL-218. Usually offered every spring. *Prerequisite:* ITAL-218 or equivalent.

ITAL-318 Italian Conversation and Composition I (3) Promotes the advanced active use of Italian in culturally authentic contexts. Emphasis on the development of fluency and accuracy in oral and written communication. Designed for students who have completed the intermediate level. Usually offered every fall. *Prerequisite:* ITAL-219 or equivalent.

ITAL-319 Italian Conversation and Composition II (3) Continuation of ITAL-318. Usually offered every spring. *Prerequisite:* ITAL-318 or equivalent.

JAPANESE

JAPN-114 Japanese, Elementary I (5) Prepares students to function in everyday situations in the Japanese-speaking world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Usually offered every fall.

JAPN-115 Japanese, Elementary II (5) Continuation of JAPN-114. Usually offered every spring. *Prerequisite:* JAPN-114 or equivalent.

JAPN-214 Japanese, Intermediate I (5) Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and further development of communicative skills. Usually offered every fall. *Prerequisite:* JAPN-115 or equivalent.

JAPN-215 Japanese, Intermediate II (5) A continuation of JAPN-214. Usually offered every spring. *Prerequisite:* JAPN-214 or equivalent.

JAPN-314 Advanced Japanese I (3) Promotes the advanced active use of Japanese in culturally authentic contexts. Emphasis on

the development of fluency and accuracy in oral and written communication. Includes social, economic, and political aspects of Japanese culture. Usually offered every fall. *Prerequisite:* JAPN-215 or equivalent.

JAPN-315 Advanced Japanese II (3) Continuation of JAPN-314. Usually offered every spring. *Prerequisite:* JAPN-314 or equivalent.

RUSSIAN: Undergraduate Courses

RUSS-144 Russian, Elementary I (5) Prepares students to function in everyday situations in the Russian-speaking world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Designed for students with no prior experience with Russian. Usually offered every fall.

RUSS-145 Russian, Elementary II (5) Continuation of RUSS-144. Usually offered every spring. *Prerequisite:* RUSS-144 or equivalent.

RUSS-244 Russian, Intermediate I (5) Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and development of communicative skills. Content focuses on cultural patterns in the Russian-speaking world. Usually offered every fall. *Prerequisite:* RUSS-145 or equivalent.

RUSS-245 Russian, Intermediate II (5) Continuation of RUSS-244. Usually offered every spring. *Prerequisite:* RUSS-244 or equivalent. *Note:* students may not receive credit for both RUSS-245 and RUSS-247.

RUSS-342 Russian Conversation and Composition I (3) Promotes the advanced active use of Russian in culturally authentic contexts. Emphasis on the development of fluency and accuracy in oral and written communication. Review of grammatical structures and vocabulary expansion through extensive reading. Problems of style and creative use of language. Usually offered every fall. *Prerequisite:* RUSS-245 or equivalent. *Note:* students may not receive credit for both RUSS-342 and RUSS-344.

RUSS-343 Russian Conversation and Composition II (3) Continuation of RUSS-342. Usually offered every spring. *Prerequisite:* RUSS-342 or equivalent. *Note:* students may not receive credit for both RUSS-343 and RUSS-345.

RUSS-441 Russian Media and Political Translation (3) Reading and translating selected sociopolitical texts and current periodical publications. Vocabulary expansion through study of word formation. Study of idioms, terms, and syntactic patterns. May be repeated for credit, but not in the same term; topic must be different. Meets with RUSS-641. Usually offered every fall. *Prerequisite:* three years of college Russian or equivalent or permission of instructor.

RUSS-443 Russian Business Translation (3) Development of business translation skills and an understanding of the socio-economic and political aspects of the business world. Study of language, terminology, stylistic constructions and related cross-cultural issues. Translation from Russian to English. Emphasis on translation methods, techniques and problems. Course covers areas such as finance, marketing, banking, taxation, trade

and economics. May be repeated for credit, but not in the same term; topic must be different. Meets with RUSS-643. Usually offered alternate falls. *Prerequisite:* three years college Russian or permission of instructor.

LFS-491 Internship: Russian (1-6) *Prerequisite:* permission of instructor and department chair.

RUSSIAN: Graduate and Advanced Undergraduate Courses

RUSS-543 Russian Classics (3) Topics vary by section, may be repeated for credit in the same term with different topic; emphasis on life and works of major writers. Usually offered every term.

RUSS-546 Russian Advanced Grammar and Composition I (3) A systematic grammar review course for those who have had at least three years of Russian. There is a written assignment for every class, either a translation or an essay. Weekly quizzes test knowledge of grammatical constructions, vocabulary, and idioms. Usually offered every fall. *Prerequisite:* three years of college Russian.

RUSS-547 Russian Advanced Grammar and Composition II (3) A continuation of RUSS-546. Usually offered every spring. *Prerequisite:* RUSS-546 or permission of instructor.

RUSS-548 Topics in Russian Studies (3) Topics vary by section, may be repeated for credit with different topic. Courses taught in Spanish on such topics as: contemporary Russian society, Russia through film, the politics of culture in Russia, and others. Usually offered every spring.

RUSSIAN: Graduate Courses

RUSS-641 Advanced Russian Media and Political Translation (3) Development and perfection of translation skills. Emphasis on contemporary political culture. Translation of materials from current Russian press; vocabulary building; review of grammar and stylistics; demonstrations; classroom exercises; weekly home assignments; and weekly quiz. Individual translation project. May be repeated for credit but not in the same term; topic must be different. Meets with RUSS-441. Usually offered every fall.

RUSS-643 Russian Business Translation (3) Development of business translation skills and an understanding of the socio-economic and political aspects of the business world. Study of language, terminology, stylistic constructions and related cross-cultural issues. Translation from Russian to English. Emphasis on translation methods, techniques and problems. Course covers areas such as finance, marketing, banking, taxation, trade and economics. May be repeated for credit, but not in the same term; topic must be different. Meets with RUSS-443. Usually offered alternate falls. *Prerequisite:* three years college Russian or permission of instructor.

LFS-691 Internship: Russian (1-3) *Prerequisite:* permission of instructor and department chair.

RUSS-704 Seminar in Russian Studies (3) Reports and critical discussion of research papers on Russian studies. May be repeated for credit; topic must be different. Usually offered alternate falls.

SPANISH: Undergraduate Courses

SPAN-152 Spanish, Elementary I (4) Prepares students to function in everyday situations in the Hispanic world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Designed for students with no prior experience with Spanish. Usually offered every fall and summer.

SPAN-153 Spanish, Elementary II (4) Continuation of SPAN-152. Usually offered every spring and summer. *Prerequisite:* SPAN-152 or equivalent.

SPAN-252 Spanish, Intermediate I (4) Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and further development of communication skills. Content focuses on cultural patterns in the Hispanic world. Usually offered every fall. *Prerequisite:* SPAN-153 or equivalent.

SPAN-253 Spanish, Intermediate II (4) Continuation of SPAN-252. Usually offered every spring. *Prerequisite:* SPAN-252 or equivalent.

SPAN-352 Spanish Conversation and Composition I (3) Promotes the advanced active use of Spanish in culturally authentic contexts. Emphasis on the development of fluency and accuracy in oral and written communication. Usually offered every fall. *Prerequisite:* SPAN-253 or equivalent.

SPAN-353 Spanish Conversation and Composition II (3) Continuation of SPAN-352. Usually offered every spring. *Prerequisite:* SPAN-352 or equivalent.

SPAN-356 Spanish Topics (3) Topics vary by section, may be repeated for credit with different topic. Courses taught in Spanish on such topics as: the social scene in Latin America, regionalism in Latin America, survey of Latin American arts, Mexican culture, the River Plate and Chile, race in Spanish-American literature, Latin American film, religion and violence, Hispanics in the United States, and the Latin American short story. Usually offered every term. Meets with SPAN-656. *Prerequisite:* SPAN-353 or permission of instructor.

SPAN-357 Introduction to Latin American Literature (3) A systematic survey of the historical development of Latin American literature. Reading of selected texts in the original, and their relationship to cultural, historical, political, and social developments. This course is a transition course between SPAN-353 and higher level courses. Usually offered every term. *Prerequisite:* SPAN-353.

SPAN-358 Introduction to Spanish Translation (3) An introduction to the methods, techniques, and problems involved in translating Spanish into English. Emphasis is on translating general material, with some consideration of the translation of specialized material. Meets with SPAN-658. Usually offered every fall. *Prerequisite:* SPAN-353 or permission of instructor.

SPAN-359 Advanced Spanish Translation (3) Practice and critique of translations of a range of material (general, literary, business, diplomatic, social science, and technical). Primarily from Spanish to English, with some translation from English to Spanish. Review of translation theory, methods, techniques, and problems. Meets with SPAN-659. Usually offered every spring. *Prerequisite:* SPAN-358 or equivalent.

SPAN-361 Introduction to Spanish Linguistics (3) Introduction to basic concepts of linguistics and their application to the Spanish language: phonology, morphology, syntax, etymology. Brief survey of the historical development of the Spanish language. Dialects of Spanish and other languages spoken in the Hispanic world. Introduction to a contrastive analysis of English and Spanish. Meets with SPAN-661. Usually offered every fall. *Prerequisite:* SPAN-353.

SPAN-450 Spanish Civilization I: Spain (3) A study of the geography, history, arts, and literature of Spain from the beginning to the present. Meets with SPAN-650. Usually offered every fall. *Prerequisite:* three years of college Spanish or equivalent.

SPAN-451 Spanish Civilization II: Latin America (3) A study of the geography and complex process of the culture and history of the Latin American countries from the origin of the indigenous civilization to the present. Usually offered every spring. *Prerequisite:* three years of college Spanish or equivalent.

SPAN-491 Internship: Spanish: *Proyecto Amistad* (1-6) An internship program offering a wide variety of experiences in the Spanish-speaking community of Washington, D.C. Placements are available in bilingual schools, legal and consumer agencies, and national and international organizations. *Prerequisite:* two years of college Spanish and permission of instructor or department.

SPANISH: Graduate and Advanced Undergraduate Courses

SPAN-554 Classics of Latin American Literature (3) Topics vary by section, may be repeated for credit with different topic. Topics on a period of Spanish-American literature and culture from the colonial era to the present. Usually offered every term.

SPAN-559 Colloquium on Latin America (3) Topics vary by section, may be repeated for credit with different topic. Lectures, reports, and critical discussions on peoples and governments of Latin America. Cultural trends, political and economic problems, and international relations. Taught in Spanish. Usually offered every term.

SPANISH: Graduate Courses

SPAN-650 Spanish Reading for Research (0) For students who have studied Spanish but require a refresher course stressing grammar review, vocabulary building and translation. Successful completion of the course with a grade of B or better may satisfy the graduate tool of research requirement; students should consult with their academic advisor. Usually offered every fall. *Prerequisite:* two years of high school or one year of college Spanish. *Note:* This non-credit course is open only to American University graduate students.

SPAN-650 Spanish Civilization I: Spain (3) A study of the geography, history, arts, and literature of Spain from the beginning to the present. Meets with SPAN-450. Usually offered every fall. *Prerequisite:* three years of college Spanish or equivalent.

SPAN-656 Spanish Topics (3) Topics vary by section, may be repeated for credit with different topic. Courses taught in Spanish on such topics as the social scene in Latin America, regionalism in Latin America, survey of Latin American arts, Mexican culture, the River Plate and Chile, race in Spanish-American literature.

ture, Latin American film, religion and violence, Hispanics in the United States, and the Latin American short story. Meets with SPAN-356. Usually offered every term. *Prerequisite:* two years of college Spanish or equivalent.

SPAN-658 Introduction to Spanish Translation (3) An introduction to the methods, techniques, and problems involved in translating from Spanish to English. Emphasis is on translating general material, with some consideration of the translation of specialized material. Meets with SPAN-358. Usually offered every fall.

SPAN-659 Advanced Spanish Translation (3) Practice and critique of translations of a range of material (general, literary, business, diplomatic, social science, and technical). Primarily from Spanish to English, with some translation from English to Spanish. Review of translation theory, methods, techniques, and problems. Meets with SPAN-359. Usually offered every spring. *Prerequisite:* SPAN-658 or equivalent.

SPAN-661 Introduction to Spanish Linguistics (3) Introduction to basic concepts of linguistics and their application to the Spanish language: phonology, morphology, syntax, etymology. Brief survey of the historical development of the Spanish language. Dialects of Spanish and other languages spoken in the Hispanic world. Introduction to a contrastive analysis of English and Spanish. Meets with SPAN-361. Usually offered every fall.

SPAN-691 Internship: Spanish: Proyecto Amistad (1-3) An internship program offering a wide variety of experiences in the Spanish-speaking community of Washington, D.C. Placements are available in bilingual schools, legal and consumer agencies, and national and international organizations. *Prerequisite:* two years of college Spanish and permission of instructor or department.

SPAN-705 Seminar in Spanish and Latin American Studies (3) May be repeated for credit with different topic. Reports and critical discussion of research papers on Spanish and Latin American literature. Usually offered alternate years.

Literature

Undergraduate Courses

LIT-101 College Reading (2) Develops the ability to cope efficiently with the rigors of academic life. Emphasizes practical techniques of reading in different disciplines, speed reading, time management, note taking, exam skills, and research. Usually offered every term. *Note:* no academic credit is received for this course, nor does it fulfill a requirement for any degree program. Credit equivalent is listed for determining full-time status only.

LIT-100 College Writing (3) Develops students' skills in reading with understanding, summarizing and synthesizing information accurately, and writing correct, reasoned prose. Usually offered every term. *Note:* Completion of LIT-100 and LIT-101 with grades of C or better fulfills the university College Writing and English Competency Requirement.

LIT-101 College Writing Seminar (3) Continues the work begun in LIT-100, stressing the student's abilities to construct extended arguments, to synthesize diverse materials, and to pursue library research. Usually offered every term. *Prerequisite:*

LIT-100 or equivalent. *Note:* Completion of LIT-100 and LIT-101 with grades of C or better fulfills the university College Writing and English Competency Requirement.

LIT-102 College Writing (3) LIT-102 is a specially designed version of LIT-100. It is aimed at students whose language skills need special attention and has a required one-on-one conference with the course instructor. Usually offered every term. *Note:* Completion of LIT-102 and LIT-103 with grades of C or better fulfills the university College Writing and English Competency Requirement.

LIT-103 College Writing Seminar (3) LIT-103 is a specially designed version of LIT-101. It is aimed at students whose language skills need special attention and has a required one-on-one conference with the course instructor. Usually offered every term. *Prerequisite:* LIT-102 or equivalent. *Note:* Completion of LIT-102 and LIT-103 with grades of C or better fulfills the university College Writing and English Competency Requirement.

LIT-105/LIT-105G The Literary Imagination I:1 (3) Explores the fundamental imaginative processes that underlie and connect the activities of literary creation and literary understanding. Besides reading works by both male and female writers chosen from a variety of times and places to represent each of the major genres, students also do critical and creative writing of their own. Usually offered every term.

LIT-115/LIT-115G Remarkable Literary Journeys 2:1 (3) A selective introduction to the tradition of Western literature from oral epic to twentieth-century texts, this course builds on a central literary metaphor: the idea of the journey or quest. Diverse literary masterpieces embody but also go beyond this concept, offering students a rich foundation in classical works of the Western literary imagination. Usually offered every term.

LIT-120/LIT-120G Interpreting Literature I:1 (3) Analysis and interpretation of literary texts: poetry, drama, and prose fiction. The general process through which one comes to a more comprehensive understanding of literary works. Since interpreting entails the ability to communicate understanding, the course also teaches the writing of interpretive criticism. Usually offered every term.

LIT-130 Honors English I (3) Limited to first-year students by invitation. Usually offered every fall. *Note:* Completion of LIT-130 and LIT-131 with grades of C or better fulfills the university College Writing and English Competency Requirement.

LIT-131 Honors English II (3) Limited to first-year students by invitation. Usually offered every spring. *Note:* Completion of LIT-130 and LIT-131 with grades of C or better fulfills the university College Writing and English Competency Requirement.

LIT-135/LIT-135G Critical Approach to the Cinema I:1 (3) Analysis of film content and style through screenings and substantial readings in aesthetic theory and film history. Also considers social issues, cultural artifacts, and forms of artistic expression. Usually offered every term.

LIT-150/LIT-150G Third World Literature 3:1 (3) An introduction to literature written by writers from the Third World: Africa, Asia, and Latin America. The emphasis is on contemporary fiction and the ways that this writing depicts cultural and political

change brought about by the impact of outside forces. Usually offered every term.

LIT-180 Writing Workshop (3) An intensive writing seminar reviewing grammar and the principles of clear, correct expository prose. Usually offered every term. *Prerequisite:* LIT-100 and LIT-101 or equivalent or permission of instructor.

LIT-200 Introduction to Creative Writing (3) With departmental permission, course may be repeated for credit, but not in the same term. Creative writing for beginning students who want to write poetry, fiction, drama, reportage, and autobiography, with specific assignments in each category. Usually offered every term. *Prerequisite:* LIT-100 and LIT-101 or equivalent.

LIT-202 Writing for Prospective Lawyers (3) An advanced course in writing designed to hone the skills necessary to write legal briefs, memoranda, and agreements. Particular attention is paid to logic and argumentation. Usually offered every term. *Prerequisite:* LIT-100 and LIT-101 or equivalent.

LIT-203 Business Writing (3) The course stresses clarity, conciseness, and directness in the preparation of correspondence, memoranda, reports, proposals, and other kinds of writing common in the business world. Usually offered every term. *Prerequisite:* LIT-100 and LIT-101 or equivalent.

LIT-205 Issues, Ideas, and Words (3) Through class discussions and frequent written assignments, the course helps students understand and articulate their learning in relation to thought in the humanities, natural sciences, and social sciences. Usually offered every term. *Prerequisite:* enrollment limited to students in the AEL program. *Note:* Completion of LIT-205 and either LIT-101 or LIT-103 with grades of C or better fulfills the university College Writing and English Competency Requirement.

LIT-210 Survey of American Literature I (3) A historical study of American writers and their contributions to the diversity of American literary forms and intellectual life, from the Puritan settlement to Dickinson and Whitman. Writers are appraised aesthetically, both individually and in cultural context. Usually offered every fall.

LIT-211 Survey of American Literature II (3) A historical study of American writers and their contributions to the diversity of American literary forms and intellectual life, from post-Civil War to the present. Writers are appraised aesthetically, both individually and in a cultural context. Usually offered every spring.

LIT-215/LIT-215G Writers in Print/in Person 1:2 (3) Offers students the opportunity to study works by contemporary authors and then to continue their exploration of these works in meetings with the writers. Features locally and nationally prominent writers, including American University writing faculty. Usually offered every term. *Prerequisite for General Education credit:* LIT-120G or PERE-115G.

LIT-220 Survey of British Literature I (3) A historical exploration of a range of writers in the British tradition, from Chaucer through the eighteenth century. Writers are examined as individual artists and as representatives of their age. Usually offered every fall.

LIT-221 Survey of British Literature II (3) A historical exploration of a range of writers in the British tradition, from the Romantic period through the twentieth century. Writers are

examined as individual artists and as representatives of their age. Usually offered every spring.

LIT-225/LIT-225G The African Writer 1:2 (3) Contemporary African literature, with special emphasis on the role of the writer. The course includes many of the major African literary works of the last sixty years—fiction, poetry, and drama—and at the same time focuses on the African writer's unique role as creator of functional art. Usually offered every fall. *Prerequisite for General Education credit:* LIT-105G or LIT-120G.

LIT-235/LIT-235G African-American Literature 2:2 (3) A survey of African-American literature beginning with the poet Phillis Wheatley and the slave narratives of the 1700s and concluding with Malcolm X and Toni Morrison. The emphasis is on the continuity of black writing within its historical and cultural contexts. Usually offered every spring. *Prerequisite for General Education credit:* HIST-115G or LIT-115G or WGST-150G.

LIT-240/LIT-240G Asian American Literature 2:2 (3) The recent explosion of Asian American literature—defined as literature by writers of Chinese, Japanese, Korean, Indian, Pakistani, and Filipino descent living in North America—warrants close and historically-informed analysis. This course considers works by Asian American writers in light of orientalism, issues of race, ethnicity, gender, and identity, and historical pressures such as immigration policies and independence movements. Usually offered alternate springs. *Prerequisite for General Education credit:* HIST-115G or LIT-115G or WGST-150G.

LIT-245/LIT-245G The Experience of Poetry 1:2 (3) Without dwelling on "professional" terminology and technique, the course aims to make poetry more accessible and enjoyable through reading, writing, and discussion. Students are asked to write some poetry along with traditional papers, but the poetry assignments are designed to reassure those who doubt their creativity. Usually offered every term. *Prerequisite for General Education credit:* LIT-105G or LIT-120G.

LIT-250 Image of Italy in English and American Writers (3) From Edward Gibbon to Ezra Pound, English and American writers have been stimulated by their experience in Italy in a way fundamental to the development of their work. This course explores the changing and complex image of Italy in English and American literature. Offered only in Rome. Usually offered every term.

LIT-265/LIT-265G Literature and Society in Victorian England 2:2 (3) The connections between literary works and their social context. The course is divided into significant cultural subjects, such as the effect of scientific advancement on society at large, how Victorians perceived themselves at home and at work, and how issues of political reform affected literary works. Readings include historical studies, as well as novels and poems. Usually offered every spring. *Prerequisite for General Education credit:* HIST-110G or LIT-115G or WGST-150G.

LIT-270/LIT-270G Transformations of Shakespeare 1:2 (3) Shakespeare's use of dramatic form, such as tragicomedy, masque, and spectacle. In addition, students learn about the interrelationship between form and meaning by seeing how the cultural myths encoded in these genres become transformed in different ages, media, and cultures. Usually offered every term.

Prerequisite for General Education credit: ARTH-105G or LIT-120G or PERF-115G.

LIT-301 Advanced Composition (3) Offers students development in advanced writing skills using contemporary theory and practice in argumentation, style, meta-analysis, process, and critical thinking. Usually offered every term.

LIT-303 The Short Story (3) Concentrates either on the evolution of the short story as a form, or on its characteristic shape in particular literary traditions (e.g., Eastern Europe) or at particular times (e.g., the contemporary American short story). Meets with LIT-603. May be repeated for credit in the same term; topic must be different. Usually offered every year.

LIT-306 Topics in Folklore (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics include ethnic folklore; occupational folklore; folklore and literature; women's folklore; folktales, ballads, and epics; the folklore of Ireland; storytelling and society; urban folklore; the folklore of Washington, D.C.; family folklore; and children's folklore. Meets with LIT-606. Usually offered every year.

LIT-308 Modern Drama (3) Modern drama as written literature, from Ibsen to the most recent dramatic movements; theatre of the absurd, theatre of cruelty, etc. Meets with LIT-608. Offered irregularly.

LIT-309 London Theater and Performance (3) Offered as part of the World Capitals Program London Semester. This course provides a survey of British theater through seminars, reading plays, and attendance at a variety of performances in and near London. Discussions include the influence of actors and directors, and the contributions of set, costume, and lighting design. Usually offered every term.

LIT-310 Major Authors (3) Topics vary by section, may be repeated for credit with different topic. Intensive study of the works of one or more important authors. Attention is paid to the evolution of the author's canon, to the effects of (and on) the literary context, to the relationship between works and biography, and to the historical and cultural context of the writer. Meets with LIT-610. Usually offered every year.

LIT-312 African American Poetry and Poetics (3) This course traces the roots and flourishing of twentieth-century African American poetry, exploring the ideals about race, culture, identity, and language which informed ideals of poetic beauty. Also covers identity and voice, the revision of Western traditions and the emergence of black vernacular poetics. Includes poets such as Langston Hughes, Gwendolyn Brooks, and Rita Dove. Meets with LIT-612. Usually offered alternate springs.

LIT-315 Poetry in the Age of Whitman and Dickinson (3) Focus on the poems of Whitman and Dickinson, although other writers may be studied, in order to illuminate the period. The course is not primarily historical, but aims at relating the background to the works of art. Close reading of individual texts is required. Meets with LIT-615. Usually offered alternate falls.

LIT-316 Nineteenth Century American Novel (3) Emphasis on literary evolution of a form as it expresses historical evolution of national consciousness. Novelists studied include Hawthorne and Melville. Meets with LIT-616. Usually offered every year.

LIT-318 American Literary Realism (3) Topics vary by section, may be repeated for credit with different topic. Characteristics of novels and short fiction in the realist and naturalist modes. Reading includes works by such writers as Henry James, Mark Twain, William Dean Howells, Kate Chopin, Stephen Crane, Theodore Dreiser, Edith Wharton, Robert Penn Warren, and Richard Wright. Meets with LIT-618. Usually offered alternate falls.

LIT-320 Modern American Poetry, 1912–1950 (3) Detailed treatment of such established figures as Eliot, Stevens, Frost, Pound, and Williams. The poets chosen may differ from semester to semester, but at least two of these names appear in every session. Other poets may be considered at the discretion of the instructor. Meets with LIT-620. Usually offered alternate springs.

LIT-321 Faulkner and the Literature of the South (3) Readings in the novels, stories, poetry, and essays of the major figures (Southern Agrarians, Wolfe, and especially Faulkner) and their successors (O'Connor, Welty, and Walker Percy). Concern is with their art, with the social conditions in which they flourished, and their attitudes toward those conditions. Meets with LIT-621. Usually offered alternate springs.

LIT-322 Contemporary American Literature (3) Topics vary by section, may be repeated for credit with different topic. Topics in American poetry and fiction since World War II. Examination of theories, forms, and strategies of recent fiction; and theories, figures, and modes of recent poetry. Meets with LIT-622. Usually offered every year.

LIT-323 African American Narrative Tradition (3) The development of twentieth-century African American fiction and autobiography from their roots in the slave narratives. Emphasis is on the distinctive narrative forms of this literature and themes such as the definition of identity, the power of self-expression, and the social role of the artist. Includes authors such as Frederick Douglass, Zora Neale Hurston, Ralph Ellison, and Toni Morrison. Meets with LIT-623. Usually offered alternate springs.

LIT-325 Fitzgerald and Hemingway (3) A study of the fiction of Fitzgerald and Hemingway with emphasis on their common theme of loss. The relationship between them and their place in the literary period of the twenties and thirties is explored, but the main emphasis is thematic analysis of specific works. Meets with LIT-625. Usually offered every year.

LIT-326 The Harlem Renaissance (3) The flowering of African American cultural expression in and around Harlem during the 1920s and 1930s. Emphasizing fiction and poetry, students examine how artists of all genres sought self-consciously to define a distinctive African American identity and culture, making the movement a crucial turning point in African American life. Artists include Langston Hughes, Zora Neale Hurston, Aaron Douglas, and W.E.B. DuBois. Meets with LIT-626. Usually offered alternate falls.

LIT-330 Celtic Myth and Literature (3) Shows the vital importance of literature in all aspects of early Indo-European society—religion, magic, government, law, education, etc. Includes readings in history, archaeology, social structure, art, and myth, as well as major sagas and poems of Ireland and Wales. Meets with LIT-630. Usually offered alternate years.

LIT-331 Chaucer (3) A study of the narrative art and moral vision of Chaucer's poetry. Directed readings in social, historical, and intellectual backgrounds. An introduction to the study of medieval literature. Meets with LIT-631. Usually offered every spring.

LIT-332 Shakespeare Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics on the works of William Shakespeare, including selected early plays, selected later plays, and Shakespeare on film. Meets with LIT-632. Usually offered every term.

LIT-334 Literature of the Renaissance (3) Topics vary by section, may be repeated for credit with different topic. Topics in Renaissance literary studies, including Renaissance drama other than Shakespeare (Christopher Marlowe, Ben Jonson, and others), and Renaissance poetry with special emphasis on Sidney, Spenser, Donne, and the Metaphysical and Cavalier poets. Meets with LIT-634. Usually offered every year.

LIT-335 The American Renaissance (3) An aesthetic and intellectual examination of the chief writings of the second main period of philosophical growth in America. Readings include works by Emerson, Thoreau, Whitman, Hawthorne, Poe, and Melville. Meets with LIT-635. Usually offered alternate springs.

LIT-336 Milton (3) Milton as a thinker and a poet. Selections from the prose works are read and analyzed as background for Milton's thought. Most of the semester is devoted to a close reading of the poems, which are studied with a view toward tracing Milton's development of form and his methods of projecting his world view. Meets with LIT-636. Usually offered alternate falls.

LIT-337 Restoration and Eighteenth Century Literature (3) Topics vary by section, may be repeated for credit with different topic. Major writers and dominant forms in the Restoration and Neoclassical tradition, including drama, prose fiction, and poetry, as well as essays and satires. Meets with LIT-637. Usually offered every year.

LIT-339 The Rise of the British Novel (3) A study of novels such as *Moll Flanders*, *Clarissa*, *Tom Jones*, *Tristram Shandy*, and *Emma*, which, with a variety of attitudes and narrative techniques, give images of how real people deal with themselves and others, and portray family life, street life, courtship difficulties, and moral dilemmas of seventeenth and eighteenth century England. Meets with LIT-639. Usually offered alternate falls.

LIT-340 Dickens to Conrad: The Nineteenth Century British Novel (3) Authors such as Dickens and Hardy, titles such as *Vanity Fair*, *Middlemarch*, and *Wuthering Heights*, which explore people's attempts to deal with powerful social pressures, the attractions of money and success, characters' individual impulses and needs, and the eternal verities. Technique is studied, as well as theme and character. Meets with LIT-640. Usually offered alternate springs.

LIT-341 The Romantic Imagination (3) Topics vary by section, may be repeated for credit with different topic. Most offerings focus on central figures in the English Romantic movement (Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats), but some broaden the term "Romantic" to include writers from various periods and countries who see the imagination, rather than

discursive reason, as the prime means of apprehending the truth behind phenomena. Usually offered every year.

LIT-343 Modern British Literature (3) Topics vary by section, may be repeated for credit with different topic. Topics in the twentieth-century literature of Great Britain including matters of technique, style, and social themes. Reading and discussion of such representative writers as Joyce, Lawrence, Forster, Woolf, Huxley, Fowles, Lessing, Hardy, Yeats, Edith Sitwell, Auden, Shaw, Maugham, O'Casey, Eliot, Behan, and Pinter. Meets with LIT-643. Usually offered alternate years.

LIT-350 Literature of Central Europe in the Twentieth Century (3) Introduces students to the literary interrelations among the various national and ethnic groups of Central Europe including Bohemia, Austria, Germany, and Hungary, and their dependence on Russian and Scandinavian authors. Writers studied include Dostoyevsky, Kafka, Koestler, Kraus, Meyerink, Schnitzler, Werfel, and Zweig. Offered only in Prague. Usually offered every fall.

LIT-360 Medieval Literature (3) Topics vary by section, may be repeated for credit with different topic. The beginnings of literature in Western Europe. A study of that literature as the definition, celebration, and examination of the aesthetic and ethical values of medieval culture. Medieval epic, drama, lyric, and romance in translation. Meets with LIT-660. Usually offered alternate falls.

LIT-361 Directions in Modern Fiction (3) Fiction that embodies distinctive threads of the twentieth century fiction of several nationalities (American, English, French, and German). Emphasis is on underlying philosophical-psychological premises reflected in the works, such as existentialism and myth, and on literary techniques and innovations, such as stream of consciousness, point of view, and chronology. Meets with LIT-661. Usually offered alternate springs.

LIT-362 Literature and the City (3) Topics vary by section, may be repeated for credit with different topic. A study of the myths, realities, history, and literature of a specific city. Readings include works by natives of the city, visitors, insiders, and outsiders. Focuses on what makes a city, who lives there, how it changes, and what are its particular pleasures, vices, illusions, and problems. Meets with LIT-662. Usually offered alternate springs.

LIT-364 The Culture of AIDS (3) Examines representations and meanings of HIV and AIDS as they present themselves in a variety of artistic forms, including fiction, poetry, drama, science writing, jokes, film, painting, and photography. Focuses on the complex relationship between artistic constructions and cultural narratives. Meets with LIT-664. Usually offered alternate springs.

LIT-370 A Room of One's Own: Women and Literature (3) Women as writers of and characters in literature. The major issues covered are coming of age, sexuality, marriage, alternative roles, identity, motherhood, androgyny, and autonomy. Readings include works by both female and male authors—Woolf, Austen, Hardy, Hawthorne, Lessing, Drabble, Ibsen, and others. Meets with LIT-670. Usually offered every fall.

LIT-375 Film and Literature (3) Topics vary by section, may be repeated for credit with different topic. Adaptations of litera-

ture to film and film to literature. Themes and techniques shared among storytelling arts. Psychological, social, and political implications of analogous works of poetry, fiction, drama, and film. Meets with LIT-675. Usually offered alternate years.

LIT-376 National Cinema (3) Topics vary by section, may be repeated for credit with different topic. Landmarks of the cinema from a particular country or region such as France, Italy, Eastern Europe, Japan, and the United States. Screenings, readings, and analysis, with attention to artistic movements, historical contexts, and clashing theories and styles. Meets with LIT-676. Usually offered every year.

LIT-377 Popular Film Genres (3) Topics vary by section, may be repeated for credit with different topic. The traditions, conventions, and outstanding films and filmmakers of a popular genre such as comedy, the western, the thriller, the musical, the gangster film, science fiction, detective, and horror movies. Screenings, readings, discussions, and written analyses. Meets with LIT-677. Usually offered every term.

LIT-378 Major Filmmakers (3) Topics vary by section, may be repeated for credit with different topic. Intensive study of one or two great directors such as Hitchcock, Antonioni, Fellini, Kurosawa, Ozu, Chaplin, Bergman, and Ford. Screenings, analyses, and critical readings to explore evolving personal style, aesthetic and social context, and theoretical issues. Meets with LIT-678. Usually offered every year.

LIT-380 Independent Filmmakers (3) Underground, experimental, avant-garde, radical, and personal films, usually short films made outside the established filmmaking industry. The freedom in the choice of subject matter and techniques, the variety of modes and styles, and the sheer intensity of works of Brakhage, Frampton, Belson, Warhol, Vertov, Dehnen, and scores of others destroy the myth that only commercial, feature-length films can be great. Meets with LIT-680. Usually offered alternate springs.

LIT-381 Topics in Jewish Literature and Film (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics explore one theme or period in Jewish literature and/or film, including Holocaust literature and film, Hebrew literature and Israeli film, Yiddish literature, American Jewish literature and film, and Jewish folktales. Meets with LIT-681. Usually offered every spring.

LIT-390 Independent Reading Course in Literature (1-6) *Prerequisite:* permission of instructor and department chair.

LIT-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

LIT-400 Creative Writing: Fiction (3) May be repeated for credit once with permission of instructor. A writing workshop with students reading their work aloud and commenting on one another's efforts. The teacher reserves the right to have the last word. Usually offered every term. *Prerequisite:* LIT-200 or equivalent, or permission of instructor.

LIT-401 Creative Writing: Poetry (3) May be repeated for credit once with permission of instructor. An intensive approach to the techniques of writing verse, followed by several weeks of

workshop sessions in which students' poems receive responses from the entire class. Usually offered every term. *Prerequisite:* LIT-200 or equivalent, or permission of instructor.

LIT-402 Creative Writing: Film Script (3) May be repeated for credit once with permission of instructor. An introduction to writing developing stories for the screen. A study of the special contributions of the writer to film art. Screenings, reading, writing, and rewriting. Meets with LIT-702. Usually offered every term. *Prerequisite:* permission of instructor.

LIT-405 Seminar on Translation (3) Designed primarily for writers, this course introduces students to the international community of writers by providing approaches to and models for the translation of literary works as well as experience in translating. It is expected that students will learn about the use of their own language in the process. Fluency in another language is helpful but not required. Meets with LIT-705. Usually offered every spring.

LIT-490 Independent Study Project in Literature (1-6) *Prerequisite:* permission of instructor and department chair.

LIT-491 Practical Internship in Literature (3) Practical work in writing and research for various agencies and publications, and apprentice teaching experience with private schools and diverse groups, including the Writing Center. *Prerequisite:* permission of advisor and department chair.

LIT-498 Senior Seminar in Literature: The Value of Literature (3) Addresses the following questions: Is literature separable from other forms of linguistic expression? Are there modes of interpretation and study unique to literature? Why has the assertion of literary value found expression in specifying a canon of particular works? Since art and literature are traditionally defined in terms of secondariness, either as reflection, mimesis, or as refinement, the course also addresses the issue of secondariness and marginalization in both literature and literary criticism. Usually offered every fall.

LIT-499 Honors, Senior Year (3)

Graduate and Advanced Undergraduate Course

LIT-520 Research Methods in Literature (3) This course introduces students to the concepts, tools, and skills needed to conduct graduate-level research in literature. It includes training in archival research, on-line and electronic searching, print resources, and the rudiments of textual theory, bibliographical scholarship, and editorial practice. Usually offered every fall.

LIT-521 Reading in Genre: Poetry (3) Overview of poetry from all significant literary periods; special attention paid to the history and forms of the genre. Usually offered alternate falls.

LIT-522 Reading in Genre: Drama (3) Overview of drama from all significant literary periods; special attention paid to the history and forms of the genre. Usually offered alternate springs.

LIT-523 Reading in Genre: Novel (3) Overview of the novel from all significant literary periods; special attention paid to the history and forms of the genre. Usually offered alternate falls.

LIT-590 Independent Reading Course in Literature (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

Note: When 300-level and 600-level courses meet together, registration at the 600-level requires graduate-level assignments and higher expectations regarding performance.

LIT-603 The Short Story (3) Topics vary by section, may be repeated for credit with different topic. Concentrates either on the evolution of the short story as a form, or on its characteristic shape in particular literary traditions (e.g., Eastern Europe) or at particular times (e.g., the contemporary American short story). Meets with LIT-303. Usually offered every year.

LIT-606 Topics in Folklore (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics, including ethnic folklore; occupational folklore; folklore and literature; women's folklore; folktales, ballads, and epics; the folklore of Ireland; storytelling and society; urban folklore; the folklore of Washington, D.C.; family folklore; and children's folklore. Meets with LIT-306. Usually offered every year.

LIT-608 Modern Drama (3) Modern drama as written literature, from Ibsen to the most recent dramatic movements: theatre of the absurd, theatre of cruelty, etc. Meets with LIT-308. Offered irregularly.

LIT-610 Major Authors (3) Topics vary by section, may be repeated for credit with different topic. Intensive study of the works of one or more important authors. Attention is paid to the evolution of the author's canon, to the effects of (and on) the literary context, to the relationship between works and biography, and to the historical and cultural context of the writer. Meets with LIT-310. Usually offered every year.

LIT-612 African American Poetry and Poetics (3) This course traces the roots and flourishing of twentieth-century African American poetry, exploring the ideals about race, culture, identity, and language which informed ideals of poetic beauty. Also covers identity and voice, the revision of Western traditions and the emergence of black vernacular poetics. Includes poets such as Langston Hughes, Gwendolyn Brooks, and Rita Dove. Meets with LIT-312. Usually offered alternate springs.

LIT-615 Poetry in the Age of Whitman and Dickinson (3) Focus on the poems of Whitman and Dickinson, although other writers may be studied, in order to illuminate the period. The course is not primarily historical, but aims at relating the background to the works of art. Close reading of individual texts is required. Meets with LIT-315. Usually offered alternate falls.

LIT-616 Nineteenth Century American Novel (3) Emphasis on literary evolution of a form as it expresses historical evolution of national consciousness. Novelists studied include Hawthorne and Melville. Meets with LIT-316. Usually offered every year.

LIT-618 American Literary Realism (3) Topics vary by section, may be repeated for credit with different topic. Characteristics of novels and short fiction in the realist and naturalist modes. Reading includes works by such writers as Henry James, Mark Twain, William Dean Howells, Kate Chopin, Stephen Crane, Theodore Dreiser, Edith Wharton, Robert Penn Warren, and Richard Wright. Meets with LIT-318. Usually offered alternate falls.

LIT-620 Modern American Poetry, 1912-1950 (3) Detailed treatment of such established figures as Eliot, Stevens, Frost,

Pound, and Williams. The poets chosen may differ from semester to semester, but at least two of these names appear in every session. Other poets may be considered at the discretion of the instructor. Meets with LIT-320. Usually offered alternate springs.

LIT-621 Faulkner and the Literature of the South (3) Readings in the novels, stories, poetry, and essays of the major figures (Southern Agrarians, Wolfe, W.A. Percy, and especially Faulkner) and their successors (O'Connor, Welty, and Walker Percy). Concern is with their art, with the social conditions in which they flourished, and their attitudes toward those conditions. Meets with LIT-321. Usually offered alternate springs.

LIT-622 Contemporary American Literature (3) Topics vary by section, may be repeated for credit with different topic. Topics in American poetry and fiction since World War II. Examination of theories, forms, and strategies of recent fiction; theories, figures, and modes of recent poetry. Meets with LIT-322. Usually offered every year.

LIT-623 African American Narrative Tradition (3) The development of twentieth-century African American fiction and autobiography from their roots in the slave narratives. Emphasis is on the distinctive narrative forms of this literature and themes such as the definition of identity, the power of self-expression, and the social role of the artist. Includes authors such as Frederick Douglass, Zora Neale Hurston, Ralph Ellison, and Toni Morrison. Meets with LIT-323. Usually offered alternate springs.

LIT-625 Fitzgerald and Hemingway (3) A study of the fiction of Fitzgerald and Hemingway with emphasis on their common theme of loss. The relationship between them and their place in the literary period of the twenties and thirties is explored, but the main emphasis is thematic analysis of specific works. Meets with LIT-325. Usually offered every year.

LIT-626 The Harlem Renaissance (3) The flowering of African American cultural expression in and around Harlem during the 1920s and 1930s. Emphasizing fiction and poetry, students examine how artists of all genres sought self-consciously to define a distinctive African American identity and culture, making the movement a crucial turning point in African American life. Artists include Langston Hughes, Zora Neale Hurston, Aaron Douglas, and W.E.B. DuBois. Meets with LIT-326. Usually offered alternate falls.

LIT-630 Celtic Myth and Literature (3) Shows the vital importance of literature in all aspects of early Indo-European society: religion, magic, government, law, education, etc. Includes readings in history, archaeology, social structure, art, and myths, as well as major sagas and poems of Ireland and Wales. Meets with LIT-330. Usually offered alternate years.

LIT-631 Chaucer (3) A study of the narrative art and moral vision of Chaucer's poetry. Directed readings in social, historical, and intellectual backgrounds. An introduction to the study of medieval literature. Meets with LIT-331. Usually offered every spring.

LIT-632 Shakespeare Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics on the works of William Shakespeare, including selected early plays, selected later plays and Shakespeare on film. Meets with LIT-332. Usually offered every term.

LIT-634 Literature of the Renaissance (3) Topics vary by section, may be repeated for credit with different topic. Topics in Renaissance literary studies, including Renaissance drama other than Shakespeare (Christopher Marlowe, Ben Jonson, and others), Renaissance poetry with special emphasis on Sidney, Spenser, Donne, and the Metaphysical and Cavalier poets. Meets with LIT-334. Usually offered every year.

LIT-635 The American Renaissance (3) An aesthetic and intellectual examination of the chief writings of the second main period of philosophical growth in America. Readings include works by Emerson, Thoreau, Whitman, Hawthorne, Poe, and Melville. Meets with LIT-335. Usually offered alternate springs.

LIT-636 Milton (3) Milton as a thinker and a poet. Selections from the prose works are read and analyzed as background for Milton's thought. Most of the semester is devoted to a close reading of the poems, which are studied with a view toward tracing Milton's development of form and his methods of projecting his world view. Meets with LIT-336. Usually offered alternate falls.

LIT-637 Restoration and Eighteenth Century Literature (3) Topics vary by section, may be repeated for credit with different topic. Major writers and dominant forms in the Restoration and neoclassical tradition, including drama, prose fiction, and poetry, as well as essays and satires. Meets with LIT-337. Usually offered every year.

LIT-639 The Rise of the British Novel (3) A study of novels such as *Moll Flanders*, *Clarissa*, *Tom Jones*, *Tristram Shandy*, and *Emma*, which, with a variety of attitudes and narrative techniques, give images of how real people deal with themselves and others, and portray family life, street life, courtship difficulties, and moral dilemmas of seventeenth and eighteenth century England. Meets with LIT-339. Usually offered alternate falls.

LIT-640 Dickens to Conrad: The Nineteenth Century British Novel (3) Authors such as Dickens and Hardy, titles such as *Vanity Fair*, *Middlemarch*, and *Wuthering Heights*, which explore people's attempts to deal with powerful social pressures, the attractions of money and success, characters' individual impulses and needs, and the eternal verities. Technique is studied, as well as theme and character. Meets with LIT-340. Usually offered alternate springs.

LIT-641 The Romantic Imagination (3) Topics vary by section, may be repeated for credit with different topic. Most offerings focus on central figures in the English Romantic movement (Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats), but some broaden the term "Romantic" to include writers from various periods and countries who see the imagination, rather than discursive reason, as the prime means of apprehending the truth behind phenomena. Meets with LIT-341. Usually offered every year.

LIT-643 Modern British Literature (3) Topics vary by section, may be repeated for credit with different topic. Topics in the literature of Great Britain in the twentieth century including matters of technique, style, and social themes. Reading and discussion of such representative writers as Joyce, Lawrence, Forster, Woolf, Huxley, Fowles, Lessing, Hardy, Yeats, Edith Sitwell, Auden, Shaw, Maugham, O'Casey, Eliot, Behan, and Pinter. Meets with LIT-343. Usually offered alternate years.

LIT-660 Medieval Literature (3) Topics vary by section, may be repeated for credit with different topic. The beginnings of literature in Western Europe. A study of that literature as the definition, celebration, and examination of the aesthetic and ethical values of medieval culture. Medieval epic, drama, lyric, and romance in translation. Meets with LIT-360. Usually offered alternate falls.

LIT-661 Directions in Modern Fiction (3) Fiction that embodies distinctive threads of the twentieth century fiction of several nationalities (American, English, French, and German). Emphasis is on underlying philosophical-psychological premises reflected in the works, such as existentialism and myth, and on techniques and innovations such as stream of consciousness, point of view, and chronology. Meets with LIT-361. Usually offered alternate springs.

LIT-662 Literature and the City (3) Topics vary by section, may be repeated for credit with different topic. A study of the myths, realities, history, and literature of a specific city. Readings include works by natives of the city, visitors, insiders, and outsiders. Focuses on what makes a city, who lives there, how it changes, and what are its particular pleasures, vices, illusions, and problems. Meets with LIT-362. Usually offered alternate springs.

LIT-664 The Culture of AIDS (3) Examines representations and meanings of HIV and AIDS as they present themselves in a variety of artistic forms, including fiction, poetry, drama, science writing, jokes, film, painting, and photography. Focuses on the complex relationship between artistic constructions and cultural narratives. Meets with LIT-364. Usually offered alternate springs.

LIT-670 A Room of One's Own: Women and Literature (3) Women as writers of and characters in literature. The major issues dealt with are coming of age, sexuality, marriage, alternative roles, identity, motherhood, androgyny, and autonomy. Readings include works by both female and male authors—Woolf, Austen, Hardy, Hawthorne, Lessing, Drabble, Ibsen, and others. Meets with LIT-370. Usually offered every fall.

LIT-675 Film and Literature (3) Topics vary by section, may be repeated for credit with different topic. Adaptations of literature to film and film to literature. Themes and techniques shared among storytelling arts. Psychological, social, and political implications of analogous works of poetry, fiction, drama, and film. Meets with LIT-375. Usually offered alternate years.

LIT-676 National Cinema (3) Topics vary by section, may be repeated for credit with different topic. Landmarks of the cinema from a particular country or region such as France, Italy, Eastern Europe, Japan, and the United States. Screenings, readings, and analysis, with attention to artistic movements, historical contexts, and clashing theories and styles. Meets with LIT-376. Usually offered every year.

LIT-677 Popular Film Genres (3) Topics vary by section, may be repeated for credit with different topic. The traditions, conventions, and outstanding films and filmmakers of a popular genre such as comedy, the western, the thriller, the musical, the gangster film, science fiction, detective, and horror movies. Screenings, readings, discussions, and written analyses. Meets with LIT-377. Usually offered every term.

LIT-678 Major Filmmakers (3) Topics vary by section, may be repeated for credit with different topic. Intensive study of one or

two great directors such as Hitchcock, Antonioni, Fellini, Kurosawa, Ozu, Chaplin, Bergman, and Ford. Screenings, analyses, and critical readings to explore evolving personal style, aesthetic and social context, and theoretical issues. Meets with LIT-378. Usually offered every year.

LIT-680 Independent Filmmakers (3) Underground, experimental, avant-garde, radical, and personal films, usually short films made outside the established filmmaking industry. The freedom in the choice of subject matter and techniques, the variety of modes and styles, and the sheer intensity of works of Brakhage, Frampton, Belson, Warhol, Vertov, Dehnen, and scores of others destroy the myth that only commercial, feature-length films can be great. Meets with LIT-380. Usually offered alternate springs.

LIT-681 Topics in Jewish Literature and Film (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics explore one theme or period in Jewish literature and/or film. Topics may include Holocaust literature and film, Hebrew literature and Israeli film, Yiddish literature, American Jewish literature and film, and Jewish folktales. Meets with LIT-381. Usually offered every spring.

LIT-690 Independent Study Project in Literature (1-6) *Prerequisite:* permission of instructor and department chair.

LIT-691 Graduate Internship (1-6) Practical experience making use of students' writing and organizational skills. Required for M.F.A. candidates. *Prerequisite:* graduate standing in the department, and permission of instructor and department chair.

LIT-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

LIT-700 Advanced Fiction Workshop (3) May be repeated for credit, but not in the same term. A writing workshop with students reading their work aloud and commenting on one another's efforts. The teacher reserves the right to have the last word. Graduate students are expected to submit 12,500 words or more. Usually offered every term. *Prerequisite:* permission of instructor. *Note:* may be taken pass/fail only.

LIT-701 Advanced Poetry Workshop (3) May be repeated for credit, but not in the same term. An intensive approach to the techniques of writing verse, followed by several weeks of workshop sessions in which students' poems receive responses from the entire class. Usually offered every term. *Prerequisite:* permission of instructor. *Note:* may be taken pass/fail only.

LIT-702 Creative Writing: Film Script (3) May be repeated for credit, but not in the same term. An introduction to writing developing stories for the screen. A study of the special contributions of the writer to film art. Screenings, reading, writing, and rewriting. Meets with LIT-402. Usually offered every term.

LIT-703 Creative Storytelling Workshop (3) Intensive workshop in storytelling and public performance. Includes creative improvisation; research, selecting, adapting, and performing traditional folktales; developing and performing personal and family stories; working with voice, sound effects, movement, gesture, and expression; editing stories for public performance; and coaching fellow tellers. Usually offered alternate springs and summers. *Note:* may be taken pass/fail only.

LIT-704 Creative Nonfiction Workshop (3) Intensive critical workshop in writing memoirs and personal essays, emphasizing the development of the first-person voice. Usually offered alternate springs. *Prerequisite:* admission to MFA in Creative Writing program or permission of instructor. *Note:* may be taken pass/fail only.

LIT-705 Seminar on Translation (3) Designed primarily for writers, this course introduces students to the international community of writers by providing approaches to and models for the translation of literary works as well as experience in translating. It is expected that students will learn about the use of their own language in the process. Fluency in another language is helpful but not required. Meets with LIT-405. Usually offered every spring.

LIT-710 The Art of Literary Journalism (3) A workshop in which the craft of reviewing books, plays, movies, TV, art, and music is practiced. Speakers who are professionals in each craft are invited to class. Clear expository writing is the aim, tied to established criteria for sound critical approaches in journalism. Usually offered every fall. *Prerequisite:* permission of instructor.

LIT-730 The Teaching of Writing (3) An introduction to research and theory in compositions studies. Includes readings in linguistic anthropology, cognitive psychology, sociolinguistics, and rhetoric relating to the writing process, developmental issues, and the social and political context for writing instruction. Class projects, including classroom observations, provide opportunities to apply theory to practice. Usually offered every fall.

LIT-731 Teaching of Writing Practicum (3) An internship with a College Writing Program instructor and ongoing study in composition studies to prepare for teaching academic writing. Usually offered every spring. *Prerequisite:* LIT-730 or permission of instructor.

LIT-732 Seminar in Literary Theory (3) Topics vary by section, may be repeated for credit with different topic. Provides a methodological basis for theoretical approaches to literary studies and focuses on critical issues in the study of literature. Topics include the history of aesthetics, contemporary literary theory, and feminist theory. Usually offered every fall.

LIT-733 Special Topics in Literature (3) Topics vary by section, may be repeated for credit with different topic. Focuses on thematic and theoretical approaches to literature that traverse historical periods and national boundaries. Offered irregularly.

LIT-735 Seminar in Renaissance and Seventeenth Century Literature (3) Topics vary by section, may be repeated for credit with different topic. Varies in content to cover English, European, or American colonial literature. Usually offered alternate falls.

LIT-736 Seminar in Eighteenth Century Literature (3) Topics vary by section, may be repeated for credit with different topic. Varies in content to cover English, European, or American literature. Usually offered alternate springs.

LIT-737 Seminar in Nineteenth Century Literature (3) Topics vary by section, may be repeated for credit with different topic. Varies in content to cover English, American, or world literature. Usually offered alternate falls.

LIT-738 Seminar in Twentieth Century Literature (3) Topics vary by section, may be repeated for credit with different topic.

Varies in content to cover English, American, or world literature. Usually offered alternate springs.

LIT-750 The Folger Seminar in Renaissance and Eighteenth Century Studies (3) Topics vary by section, may be repeated for credit with different topic. Three graduate seminars are offered each semester. Graduate students at American University are eligible to participate and should consult the Department of Literature.

LIT-797 Master's Thesis Seminar (1-6)

Mathematics

Undergraduate Courses

Note: Students should consult the department for advice and placement testing for appropriate mathematics and statistics courses.

MATH-022 Basic Algebra (2) An introduction to algebra. Includes a review of integer and rational numbers; solving linear equations in one or two variables; word problems; polynomials and rational expressions; radicals; the quadratic formula; and some graphing techniques. Usually offered every term. *Note:* Intended for students with inadequate preparation for other courses in mathematics. No academic credit is received for this course, nor does it fulfill the mathematics requirement for any degree program. Credit equivalent is listed only for the purpose of determining full-time student status.

MATH-150 Finite Mathematics (3) Review of algebra, sets, linear equations and inequalities, nonlinear inequalities, interest problems, systems of linear equations, functions and graphs, and elementary data analysis. Usually offered every term. *Prerequisite:* three years of high school mathematics or equivalent. *Note:* For students who need extra work on mathematical skills. No credit toward mathematics major. Students may not receive credit for more than one course numbered MATH-15x.

MATH-151 Finite Mathematics (3) Review of algebra, sets, linear equations and inequalities, nonlinear inequalities, interest problems, systems of linear equations, functions and graphs, and elementary data analysis. Usually offered every term. *Prerequisite:* three years of high school mathematics or equivalent. *Note:* No credit toward mathematics major. Students may not receive credit for more than one course numbered MATH-15x.

MATH-155 Finite Mathematics: Elementary Models (3) Study of mathematical subjects including linear, quadratic, polynomial, rational, exponential, and logarithmic functions, in the context of difference equations models. Emphasizes concepts and applications using numerical, graphical, and theoretical methods. Also includes an introduction to the mathematical subject of chaos. Usually offered every term. *Prerequisite:* three years of high school mathematics or equivalent. *Note:* No credit toward mathematics major. Students may not receive credit for more than one course numbered MATH-15x.

MATH-157 Finite Mathematics: Business (3) Fundamentals of algebraic, exponential, and logarithmic functions with emphasis on applications to problems in business and economics and the natural sciences. Usually offered every term. *Prerequisite:* three years of high school mathematics or equivalent. *Note:* Intended

primarily for students planning to take MATH-211 Applied Calculus I. No credit toward mathematics major. Students may not receive credit for more than one course numbered MATH-15x.

MATH-170 Precalculus Mathematics (3) Fundamentals of algebraic, logarithmic, exponential, and trigonometric functions for students planning to take MATH-221. MATH-15x and MATH-170 may not both be used to fulfill the mathematics requirements for any major program. Usually offered every term. *Prerequisite:* three years of high school mathematics, or MATH-15x, or permission of department.

MATH-211 Applied Calculus I (4) Continuity, limits, differentiation, and integration. Applications to biological, social, and environmental sciences and business. Usually offered every term. *Prerequisite:* MATH-15x or four years of high school mathematics. *Note:* No credit toward mathematics or applied mathematics major, but together with MATH-212 meets calculus requirement for applied statistics. Students may not receive credit toward a degree for both MATH-211 and MATH-221.

MATH-212 Applied Calculus II (3) Calculus of several variables, matrices, series, and differential equations. Applications to biological, social, and environmental sciences and business. Usually offered every spring. *Prerequisite:* MATH-211 or MATH-221. *Note:* No credit toward mathematics or applied mathematics major, but together with MATH-211 meets calculus requirement for applied statistics. Students may not receive credit toward a degree for both MATH-212 and MATH-222 or MATH-223.

MATH-221 Calculus I (4) Real numbers; coordinate systems; functions; limits and continuity; differentiation and applications; trigonometric functions; indefinite and definite integration and applications; fundamental theorem of integral calculus. Usually offered every term. *Prerequisite:* MATH-170 or four years of high school mathematics. *Note:* Students may not receive credit toward a degree for both MATH-221 and MATH-211.

MATH-222 Calculus II (4) Techniques of integration, calculus of exponential and logarithmic functions, infinite series, power series representations, and analytic geometry. Usually offered every term. *Prerequisite:* MATH-211 or MATH-221, or permission of department. *Note:* Students may not receive credit toward a degree for both MATH-222 and MATH-212.

MATH-223 Calculus III (4) Vectors, functions of several variables, partial differentiation, and multiple integrals. Usually offered every term. *Prerequisite:* MATH-222.

MATH-310 Linear Algebra (3) Vector spaces, systems of linear equations, solutions by matrices, determinants, linear transformations, and algebraic forms. Usually offered every term. *Prerequisite:* MATH-212 or MATH-222 (may be taken concurrently).

MATH-321 Differential Equations (3) First order equations, linear equations of higher order, solutions in series, Laplace transforms, numerical methods, and applications to mechanics, electrical circuits, and biology. Usually offered every fall. *Prerequisite:* MATH-223, which may be taken concurrently.

MATH-390 Independent Reading Course in Mathematics (1-6) *Prerequisite:* permission of instructor and department chair.

MATH-392 Cooperative Education Field Experience (3-9)
Prerequisite: permission of department chair and Cooperative Education office.

MATH-490 Independent Study Project in Mathematics (1-6)
Prerequisite: permission of instructor and department chair.

Graduate and Advanced Undergraduate Courses

MATH-500 Advanced Calculus (3) A rigorous development of calculus and the basic techniques required for mathematical proofs. Includes mathematical induction, proof by contradiction, limit proofs, the structure of the real numbers, continuity, differentiability, sequences, and series. Additional topics, not necessarily from calculus, are chosen to illustrate proof techniques. Usually offered every spring. *Prerequisite:* MATH-223.

MATH-501 Probability (3) Algebra of sets; probability in discrete sample spaces; combinatorial analysis; random variables; binomial, Poisson, normal, and other distributions; and applications. Usually offered alternate falls (odd years). *Prerequisite:* MATH-212 or MATH-222.

MATH-505 Mathematical Logic (3) The mathematical study of the scope and limits of deductive reasoning with special attention to propositional and first order logic, leading to results concerning completeness, compactness, and the existence of decision procedures for various logical systems, culminating in the incompleteness theorems of Gödel. Usually offered alternate springs (odd years). *Prerequisite:* MATH-310.

MATH-508 Automata, Languages, and Computability (3) Introduction to the theoretical concepts underlying computing. Finite automata, push-down automata, and Turing machines. Regular, context-free, and phrase-structure languages. Computability and computational complexity. Usually offered every spring. *Prerequisite:* CSIS-350 or permission of instructor.

MATH-510 Geometry (3) Euclidean and non-Euclidean (spherical, elliptic and hyperbolic) geometries from axiomatic and analytic points of view. Includes isometries, transformation groups, symmetry groups, quadratic forms, projective geometry, as well as some historical background. Usually offered alternate falls (even years). *Prerequisite:* MATH-310 or equivalent.

MATH-512, MATH-513 Introduction to Modern Algebra I, II (3), (3) Groups, rings, vector spaces and modules, fields, and Galois theory. Usually offered every fall (MATH-512) and spring (MATH-513). *Prerequisite:* MATH-500 or permission of instructor.

MATH-515 Number Theory (3) Divisibility, fundamental theorem of arithmetic, congruences, arithmetic functions, Diophantine equations, quadratic residues, sums of squares, and partitions. Usually offered alternate falls (even years). *Prerequisite:* MATH-222.

MATH-520, MATH-521 Introduction to Analysis I, II (3), (3) Analysis in Euclidean and metric spaces, point sets, completeness, convergence, continuity, differentiability, and integration. MATH-520 usually offered every fall; MATH-521 usually offered every spring. *Prerequisite:* MATH-500 or permission of instructor.

MATH-540 Topology (3) Topological spaces, continuity, compactness, connectedness, and metric spaces. Usually offered alter-

nate springs (even years). *Prerequisite:* MATH-500 or permission of instructor.

MATH-550 Complex Variables for Applications (3) Complex functions, Cauchy's theorem and integral formulae, Taylor and Laurent series, residue calculus and contour integration, and conformal mapping. Usually offered alternate falls (odd years). *Prerequisite:* MATH-321 or MATH-223.

MATH-551 Partial Differential Equations (3) Fourier series, orthonormal systems, wave equation, vibrating strings and membranes, heat equation, Laplace's equation, harmonic and Green functions. Usually offered alternate springs (odd years). *Prerequisite:* MATH-310.

MATH-560 Numerical Analysis: Basic Problems (3) Computer arithmetic and error analysis in computation, matrix decomposition methods in solving systems of linear equations and linear least squares problems, polynomial approximation and polynomial data fitting, iterative algorithms for solving nonlinear equations, and numerical differentiation and integration. Usually offered alternate falls (even years). *Prerequisite:* CSIS-280, MATH-310, and MATH-500, or permission of instructor.

MATH-570 History of Mathematics (3) This course surveys aspects of historical development of mathematics from ancient to modern times and examines the ideological, social, and cultural forces which shaped this development. By providing historical continuity, the course interrelates and unifies the major subject areas such as algebra, calculus and analysis, geometry, number theory, probability, set theory, and the foundation of mathematics. Usually offered alternate falls (odd years). *Prerequisite:* Calculus I-III. *Note:* Strongly recommended for students in the mathematics education program.

MATH-574 Theory of Probability (3) Mathematical treatment of random variables, distribution functions, generating and characteristic functions, and limit theorems. Emphasis is on rigorous derivation of results using principles of advanced calculus, i.e., limits, continuity, sequences, etc. Usually offered alternate falls (even years). *Prerequisite:* MATH-223 and MATH-501 or permission of instructor.

MATH-580 Topics in Mathematics (3) Topics vary by section, may be repeated for credit with different topic. Topics include foundations/set theory/logic, matrix theory, algebraic topology, measure and integration, functional analysis, ring theory, modern geometry, and advanced modern linear algebra. Usually offered every spring.

MATH-585 Mathematics Education (3) Curriculum construction and program design, instructional effectiveness, and methods and technology for teaching mathematics. Different approaches for students with a variety of mathematical and cultural backgrounds. Required of all students in mathematics education. Usually offered every fall. *Prerequisite:* MATH-223.

MATH-590 Independent Reading Course in Mathematics (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

MATH-601 Harmonic Analysis (3) Harmonic analysis on the circle, the real line, and on groups. The main concepts are: periodic functions, Fourier series, Fourier transform and spherical

harmonics. The course includes a brief account of the necessary ingredients from the theory of the Lebesgue integral. Usually offered alternate springs (odd years). *Prerequisite:* MATH-322 or permission of instructor.

MATH-674 Advanced Probability (3) Measure theoretical treatment of probability, convergence of random variables, conditional probability and expectation, laws of large numbers, infinitely divisible distributions, general central limit theorem. Usually offered alternate springs (even years). *Prerequisite:* MATH-574.

MATH-685 Practicum in Mathematics Education (3) Seminar course in researching, implementing, and writing in publishable form an innovative teaching methodology, educational contribution, or internship in cooperating school system, college, or other organization involving teaching. Required of all students in the Ph.D. program in mathematics education. May be repeated for credit but not in the same term; topic must be different. Usually offered alternate springs (odd years).

MATH-690 Independent Study Project in Mathematics (1-6) *Prerequisite:* permission of instructor and department chair.

MATH-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

MATH-790 Research Seminar in Mathematics Education (3) In-depth exploration of current issues in mathematics education. A research paper and presentation are required. Course required of all students in the Ph.D. program in mathematics education. May be repeated for credit, but not within the same term; topic must be different. Usually offered alternate springs (even years).

MATH-797 Master's Thesis Seminar in Mathematics (1-6) Usually offered every term.

MATH-799 Doctoral Dissertation Seminar in Mathematics (1-12) Usually offered every term.

Business Administration: Management

Undergraduate Courses

MGMT-252 Business, Government, Ethics and Society (3) The relationship between business and its stakeholders, including government, labor, and communities. Emphasis on understanding and responding to business-related social and ethical problems, relevant governmental regulation, and on business decision making. This is a writing intensive course. Usually offered every term. *Prerequisite:* completion of College Writing or English Competency requirement and 24 credit hours earned.

MGMT-352 Introduction to Management Information Systems (3) Information as an organizational resource, decision-making frameworks, transaction processing systems, decision support systems, external information systems, office automation, competitive information systems, accounting and financial applications, marketing applications, production applications, needs assessment, system design and implementation, organizational impacts, and social issues. A technology update is provided in hardware and software basics, database-management systems, and telecommunications. Usually offered every term.

Prerequisite: MGMT-353 (may be taken concurrently), ACCT-241 and upper-division standing.

MGMT-353 Principles of Organizational Theory, Behavior and Management (3) Current management theories, research, and practice. Course content represents a synthesis of behavioral sciences providing a broad framework for management. Includes organizational goals and responsibilities, models, decision theory, planning control, organization, motivation, leadership, group behavior, conflict, and organizational change. Usually offered every term. *Prerequisite:* completion of College Writing or English Competency requirement and upper-division standing.

MGMT-355 Production/Operations Management (3) Fundamental concepts of production/operations management. Basic elements of quality control, reliability analysis, total quality management, decision theory, inventory control, linear programming, simulation, queuing, and project management. Usually offered every term. *Prerequisite:* ACCT-241, ECON-200, MATH-211 or MATH-221 (may be taken concurrently), STAT-202 and upper-division standing.

MGMT-381 Managing Human Resources (3) Understanding the principles and operations of personnel administration and industrial-relations systems in organizations by analyzing and applying theoretical concepts to functional situations. Usually offered every term. *Prerequisite:* upper-division standing.

MGMT-382 Employee Involvement and Labor Policy (3) An analysis of the concepts and principles of union-management relationships through an emphasis of the historical, legal, economic, social, and behavioral dynamics of union and management interactions in various settings. Usually offered every fall. *Prerequisite:* upper-division standing.

MGMT-384 Managing Performance (3) Focuses on the function and design of performance appraisal systems as tools of professional development, coaching and counseling, merit-compensation determinations, and goal implementation. Examines the assets and liabilities of alternative methods of performance-appraisal systems. Applications are oriented to the role of the personnel manager. Usually offered every spring. *Prerequisite:* upper-division standing.

MGMT-386 Entrepreneurship (3) The entrepreneurship philosophy, attitudes, and characteristics. Entrepreneurship and new venture success and failure factors. Identifying and evaluating entrepreneurial opportunities. Developing a new venture business plan. Successfully managing the new venture. Applications cover creation and management of stand-alone ventures and of those developed within corporations. Usually offered every term. *Prerequisite:* MGMT-252, ECON-200, FIN-365, ACCT-201 and upper-division standing.

MGMT-387 Management and Leadership Development (3) Develops the management leadership and organization perspectives essential to the success of small to large businesses and individual managers. Development of management and organization leadership, creativity and innovation are stressed. Enhancing the manager's communication and negotiation skills is a critical dimension to developing effective managers. Developing an understanding of management philosophy and values and their practical impacts on managing a business is stressed. Usually of-

ferred every fall. *Prerequisite:* MGMT-353 and upper-division standing.

MGMT-388 Small Business Management (3) The numerous challenges associated with the successful management of a small business enterprise. Concepts, tools, and techniques of successful management of a small business cover a broad range of service and manufacturing industries. Includes management applications of computers in a small business situation. Usually offered every fall. *Prerequisite:* MGMT-252, MGMT-352, MGMT-353, ACCT-201, ACCT-241, ECON-200, STAT-202 and upper-division standing.

MGMT-391 Internship in Management (1-6) Provides students with the opportunity to blend practical business work experience with academic study. The academic workload varies depending on the internship credit to be earned. *Prerequisite:* upper-division standing, 9 additional credit hours in business courses, and permission of instructor and department chair.

MGMT-392 Cooperative Education Field Experience (3-6) *Prerequisite:* upper-division standing, 9 additional credit hours in business courses, and permission of department chair and Cooperative Education office.

MGMT-454 Fundamentals of Electronic Commerce (3) Electronic commerce, the buying and selling of information, products, and services through purely electronic means, promises to revolutionize the conduct of business. A survey of consumer-to-business and business-to-business electronic commerce models, systems, and technical solutions. Includes hands-on projects and assignments. Usually offered every term. *Prerequisite:* MGMT-352 and upper-division standing.

MGMT-458 Business Policy and Strategy (3) Integration of knowledge in functional areas of business and simulation of management experiences. Various methods of simulating a management environment are employed, including case studies and computerized management problems. Usually offered every term. *Prerequisite:* MGMT-252, MGMT-352 (may be taken concurrently), MGMT-353, MGMT-355, MKTG-300, IBUS-300, an additional international business course (may be taken concurrently), FIN-365, ACCT-201, and senior standing; must be taken in one of student's last two semesters.

MGMT-481 Managing Compensation Systems (3) Surveys and analyzes basic concepts of compensation administration in private sector organizations. The foundation for wage and salary programs, methods of job evaluation, building wage and salary structures, and the legal constraints on compensation programs. Usually offered every fall. *Prerequisite:* upper-division standing.

MGMT-482 Managing Employee Benefits Programs (3) Analyzes management requirements for legally required benefits such as OASDI, health insurance, unemployment insurance, and worker compensation. Provides in-depth examination of social insurance programs, ERISA, and pension fund management. Usually offered every spring. *Prerequisite:* upper-division standing.

MGMT-490 Independent Study Project in Management (1-3) *Prerequisite:* upper-division standing and permission of instructor, department chair, and associate dean.

Graduate and Advanced Undergraduate Courses

MGMT-530 Programming for Managers (1.5) Intensive course in a current, popular business programming environment to prepare information technology managers with a technical foundation. Course includes development of proper algorithms, file access, and user interface.

MGMT-585 Managing Diversity: Recruiting and Selecting the Workforce (3) An analysis of labor-force demographics, study of the Civil Rights Act and amendments, and study of other discrimination-oriented legislation. The course focuses on providing equal employment opportunities in organizations, how to establish affirmative action programs, and how to evaluate the effectiveness of EEO in organizations. *Prerequisite:* admission to the M.S. in Human Resource Management program.

Graduate Courses

MGMT-601 Project Business Management (3) Business decision-making theories and practice appropriate to information systems development and reengineering projects involving large-scale, complex systems. Tools to facilitate monitoring and status of external and internal project activities, decision modeling, and evaluation of risks, opportunities, and alternative courses of action and reaction to unplanned events. *Prerequisite:* CSIS-511 or equivalent, as approved by Computer Science and Information Systems Department.

MGMT-609 Organizational Behavior and Human Resource Management (3) The current managerial issues involved with the behavior of individuals in organizations, including motivation; recruiting, selection and placement; leadership; performance appraisal; organizational structure; compensation; organizational culture; diversity; equal opportunity; and change. Usually offered every term.

MGMT-610 Applied Managerial Statistics (3) The decision-aiding tools that can be applied by managers to gain insight into decision problems range from simple graphic displays of data to sophisticated statistical tests. Students use real-world data sets and PC-based software to describe sets of measurements, construct probability distributions, estimate numerical descriptive measures, and build multiple regression models. Usually offered every term. *Note:* a college-level finite mathematics course is highly recommended.

MGMT-611 Applied Management Science (3) Designing and operating complex real-world systems using management science applications in production, distribution, transportation, and inventory management. How to mathematically model decision problems, solve the models using state-of-the-art software, analyze output, and implement results. Usually offered every term. *Prerequisite:* MGMT-610.

MGMT-616 Management Information Systems (3) The theoretical, technological, practical, and managerial foundations of management information systems. Includes information technologies, systems development, the impact of information systems on business organizations, information technology as a competitive tool, and the management of information systems within domestic and multinational corporations. Introduces students to current systems and software. Usually offered every term. *Prerequisite:* ACCT-607.

MGMT-621 Business Process Improvement Methodologies

(3) Examines a variety of methodologies used by management consultants, change agents, and senior managers to improve the operation of manufacturing and service firms. Includes Total Quality Management (TQM), Business Process Reengineering, the ISO 9000 series, Knowledge Management, and Change Management. Recent advancements include contemporaneous methodologies such as process mapping, organizational learning, integrated workplace systems, etc. Usually offered every term. *Prerequisite:* FIN-605, MGMT-609, MGMT-610 and MGMT-616.

MGMT-622 Business, Ethics, and Society (3) The relationship between business and its stakeholders, including labor, government, and communities. Emphasis on managerial responses to business-related social and ethical problems and business performance with respect to societal and ethical standards.

MGMT-624 Applied Strategic Management in a Global Environment (3) Focuses on developing and applying strategic management to successfully position organizations in a competitive global environment. Course is integrated with previous course experiences to hone decision making, analysis, and oral and written communication skills. Students work in small teams to analyze a real company's external environment, perform an internal corporate audit, and build detailed action plans including implementation issues and financial forecasting. Usually offered every term. *Prerequisite:* FIN-605, ACCT-607, MGMT-609, MGMT-610, MKTG-612, FIN-614, MGMT-616, IBUS-618.

MGMT-625 Integrative Field Practicum (3) Student teams work with client companies on integrative and strategic projects and apply strategic management concepts and tools to business problems. Students and the faculty supervisor meet with company management to discuss the scope of the project and plan of action. Following necessary research and data analyses, the team submits a written report and makes a presentation of its recommendations to the client. *Prerequisite:* FIN-605, ACCT-607, MGMT-609, MGMT-610, MKTG-612, FIN-614, MGMT-616, IBUS-618, 3.4 GPA, and approval of the director of the MBA program.

MGMT-640 Foundations of Telecommunications for Managers (1.5) Introduces future technology managers to the fundamentals, concepts, and terminology of telecommunications equipment and media, data communications, basic protocols, and network architecture. *Prerequisite:* MGMT-616 (may be taken concurrently).

MGMT-641 Global Collaborative Technology (1.5) Information technology allows people across national boundaries and time zones to collaborate on common tasks. This course covers the conceptual and technological components of building and managing these collaborative environments. Analysis of control and coordination theories and their application to new technologies. Hands-on work with current groupware, Internet, and video-conferencing technologies. *Prerequisite:* MGMT-616 (may be taken concurrently).

MGMT-650 Global Telecommunications (1.5) The foundation for understanding global commerce is becoming an informed customer of the vast telecommunications infrastructure that is making it possible. Lectures and case studies are used to under-

stand the industry players, competitive advantages via telecommunications, and telecommunications investment decisions in the global business environment. *Prerequisite:* MGMT-616 (may be taken concurrently) and MGMT-640.

MGMT-651 Systems and Database Design (1.5) This sequel to the systems analysis course (MGMT-657) covers the design activities for developing information systems, particularly database design. Covers both the technical facets of database implementation and management of large corporate databases. Course includes case studies and illustrations from global corporations with large distributed systems and hands-on exercises and projects. *Prerequisite:* MGMT-616 (may be taken concurrently).

MGMT-652 Strategic Management of Global Information Systems (1.5) The strategic role of global information systems and the management issues associated with planning, designing and leading global information systems organization. Managerial responsibilities and strategies are presented through readings, cases, structured discussions and research projects. *Prerequisite:* MGMT-616 (may be taken concurrently).

MGMT-653 Managing the Global Information Systems Organization (1.5) The organization, management and control of information systems operation, development, implementation, and personnel on a global scale. Managerial responsibilities and tactics are presented through readings and case studies. *Prerequisite:* MGMT-616 (may be taken concurrently).

MGMT-654 Impacts of National Information Technology Environments on Business (1.5) The globally-competing firm faces different Information Technology (IT) environments in different nations. This interdisciplinary module covers IT management, development and trade issues tied to legal, cultural, and policy frameworks. Exercises include country studies, policy debates, and a term research paper. *Prerequisite:* MGMT-616 (may be taken concurrently).

MGMT-656 Topics in Management of Global Information Technology (1.5) Topics vary by section, may be repeated for credit with different topic. Rotating topics include emerging technologies and new managed approaches. Offered irregularly. *Prerequisite:* MGMT-616 (may be taken concurrently).

MGMT-657 Systems Analysis for Managers (1.5) System analysis is the first step in building an information system. The course focuses on two fundamental skills: understanding the customer's needs and modeling those needs using an automated tool. Includes case studies and illustrations from global corporations and hands-on exercises and projects. *Prerequisite:* MGMT-616 (may be taken concurrently).

MGMT-658 International Electronic Commerce (1.5) Electronic commerce is the conduct of intra-organizational transactions, messages, and inquiries through purely electronic means, as opposed to paper and/or voice. This course presents a survey of consumer and business-to-business electronic commerce models, systems, and technical solutions. Includes hands-on projects and assignments. *Prerequisite:* MGMT-616 (may be taken concurrently).

MGMT-659 Designing Systems for the Global User (1.5) Designing an easy-to-learn, easy-to-use and pleasing user interface is a challenge to every systems designer and doubly challenging

when designing for different cultures and languages. The course covers design methods and principles and their practice using exercises, systems evaluations and a course project. *Prerequisite:* MGMT-616 (may be taken concurrently).

MGMT-661 New Venture Management in the Information Economy (3) Identifies entrepreneurship characteristics and success and failure factors. Explores entrepreneurship and new venture management elements essential to the development of a new venture plan and the initial launching of new ventures. Students develop a new venture idea/opportunity and complete a written business plan which could be presented to a venture capitalist, banker, or other party for funding consideration. Successful strategies for managing and harvesting the new venture are developed. Usually offered every fall. *Prerequisite:* MGMT-609, MKTG-612 and FIN-614.

MGMT-662 Managing Small and Growing Companies (1.5) Introduces and develops sensitivity to the issues and problems of small business management and successfully managing growing companies. Explores the particular problems associated with rapidly growing entrepreneurial firms.

MGMT-663 Managing a Family Business (1.5) Issues facing family enterprise are addressed. Family business concerns are a unique subset of entrepreneurial, small, and growing businesses. Family business issues, family business systems, family members as employees, boundaries and succession issues are dealt with. Cases and empirical studies of family businesses engage students in family business experiences.

MGMT-664 Entrepreneurial Leadership and Organization Creativity (3) Leadership is a creative act; bringing change, setting direction, and focusing organizational energy. This course builds skill in thinking "outside the box" and aligning with others to enact a vision of the future. Includes empowerment of middle managers, corporation/non-profit entrepreneurship, innovation, influence, charisma, and self-management, creativity and vision exercises.

MGMT-666 Strategic Alliances and New Enterprises (1.5) Strategic alliances and cooperative strategies are fundamental to many new ventures and are particularly important for Internet, information, and high-technology ventures. Entrepreneurs and executives need to understand the range of strategies available, their trade-offs, and how they fit into the portfolio of techniques to grow a new venture and achieve superior returns.

MGMT-671 Strategic Human Resources Management (3) Functional issues and current developments in administering the personnel resources of contemporary private-sector organizations. *Prerequisite:* admission to the M.S. in Human Resource Management program.

MGMT-681 Seminar in Compensation Systems (3) Analysis of concepts and practices of compensation administration in organizations. Wage and salary programs, methods of job evaluation, building wage and salary structures, and the legal constraints on the wage and salary administrator and on compensation programs. *Prerequisite:* admission to the M.S. in Human Resource Management program.

MGMT-682 Seminar in Managing Pensions and Benefits (3) Analyzes the Social Security Act and its offsets as applied to pri-

vate, single, and multiemployer plans, ERISA, OASDI, health insurance, unemployment insurance, and worker compensation. Provides skills in pension-fund management. *Prerequisite:* admission to the M.S. in Human Resource Management program.

MGMT-684 Seminar in Performance Management (3) Reviews performance-appraisal systems as tools of the management process. The various performance-appraisal techniques, role of rater and rated, and the organizations are examined during this comprehensive review. Current research in performance appraisal is emphasized and discussed. *Prerequisite:* admission to the M.S. in Human Resource Management program.

MGMT-685 Topics in Management (1.5-3) Topics vary by section, may be repeated for credit with different topic. Rotating topics may include current managerial challenges, institutional change, interorganizational issues. Offered irregularly.

MGMT-686 Management-Union Relations (3) Explores the nature of the collective bargaining system in the United States and the parties having a vital interest in the system. The course deals primarily with formal organizations designed to represent the interests of employers, workers, and the general public. Historical background, current practices, and future directions of unions; management strategies in dealing with unions; and the collective bargaining process. *Prerequisite:* admission to the M.S. in Human Resource Management program.

MGMT-690 Independent Study Project (1-6) *Prerequisite:* permission of instructor and department chair.

MGMT-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

MGMT-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office

MGMT-730 Performance Management (3) Review of theory and practice of designing performance appraisal systems. Focuses on task analysis, setting of objectives, selection of rating techniques, appeals procedures and use of the result of performance appraisal systems. Managing the introduction, use, and maintenance of performance appraisal systems. Introducing, tailoring, and integrating the performance appraisal system with other human resource management systems. *Prerequisite:* MGMT-609.

MGMT-731 Compensation Systems (3) Analysis of concepts and practices of compensation administration in organizations. Wage and salary programs, methods of job evaluation, building wage and salary structures and the legal constraints on the wage and salary administrators and on compensation programs. *Prerequisite:* MGMT-609.

MGMT-732 Seminar in Pensions and Benefits Management (3) An intensive review of both pension and benefit plans with emphasis on health, life, accident, disability, Social Security, and retirement issues. The related legal issues, cost containment, and employee education practices are highlighted. Emphasis on developing and implementing these plans. *Prerequisite:* MGMT-609.

MGMT-734 Human Resource Development (1.5) The course surveys the conceptual foundations of the field of human resource development. Covers current issues in the field and provides spe-

cific approaches and methodologies for the creation and operation of effective human resource development and training and programs. *Prerequisite:* MGMT-609.

MGMT-735 Employment Law and the World Economy (3) Examines the rights and responsibilities of employees and employers in the United States as framed by statute and judicial interpretations and considers the influence of international organizations and multinational corporations in the development of labor standards. Compares the labor provisions of the North American Free Trade Agreement, European Economic Community, and similar trading regimes. *Prerequisite:* MGMT-609.

MGMT-736 Recruiting and Selecting a Diverse Workforce (3) An analysis of labor force demographics, study of the Civil Rights Act and other related legislation. The course focuses on providing equal employment opportunity in organizations, achieving equity in recruitment and selection, and improving sensitivity to diverse cultures. *Prerequisite:* MGMT-609.

MGMT-738 Workforce Planning (3) The current theories, techniques, and applications of human resource planning in the context of overall organizational strategy, including strategic planning, work design, workforce analysis, information systems, strategic requirements analysis, planning methodologies, implementation and action programming, feedback, control, and evaluation. *Prerequisite:* MGMT-609.

Business Administration: Marketing

Undergraduate Courses

MKTG-300 Principles of Marketing (3) Introduction to marketing decision making in business and nonprofit organizations. Particular attention is devoted to analysis of customer needs; segmenting markets; and developing product, promotion, pricing, and distribution strategies. Relationships between consumers, business, and government are explored. Usually offered every term. *Prerequisite:* ECON-200 and upper-division standing.

MKTG-301 Consumer Behavior (3) Study of marketing, psychology, sociology, and cultural anthropology to determine motivations for product purchases. A multimedia approach is used to illustrate the use of behavioral science theory to create new products and promotional campaigns. Students learn to analyze consumer decisions for products or services and to determine effectiveness of information provided by government and charitable organizations. Usually offered every term. *Prerequisite:* MKTG-300 and upper-division standing.

MKTG-302 Marketing Research (3) Study of research tools used to aid marketing decision making. Considers definition of research problems, selection of projects, and analysis of data. Execution of a consumer survey is a major component of the course. Students use computers to analyze research data. Usually offered every term. *Prerequisite:* MKTG-300, ACCT-241, STAT-202 and upper-division standing.

MKTG-311 Internet Marketing (3) Analysis of the Internet's impact on marketing decision making. Includes Internet marketing strategy, electronic markets, customer purchase behavior, Internet marketing ethics, and the impact of the Internet on product development, promotion, pricing, and distribution strategies.

Attention is devoted to integrating on-line and off-line marketing strategies. Usually offered every term. *Prerequisite:* MKTG-300.

MKTG-391 Internship in Marketing (1-6) Provides students with the opportunity to blend practical business work experience with academic study. The academic workload varies depending on the internship credit to be earned. *Prerequisite:* MKTG-300, ACCT-241, upper-division standing, 9 additional credit hours in business courses, and permission of instructor and department chair.

MKTG-392 Cooperative Education Field Experience (3-6) *Prerequisite:* MKTG-300, ACCT-241, upper-division standing, 9 additional credit hours in business courses, and permission of department chair and Cooperative Education office.

MKTG-402 Marketing Strategy (3) Analysis of current marketing management issues. Students develop a marketing plan for an outside organization, analyze case studies, and participate in computer simulation exercises. Usually offered every term. *Prerequisite:* MKTG-301, MKTG-302 (may be taken concurrently) and upper-division standing.

MKTG-411 Advertising and Marketing Communications Management (3) The role of advertising, public relations, personal selling, and sales promotion in business. Emphasis on how promotional campaigns are planned, created, and budgeted, and how these campaigns can inform buyers, change attitudes, and increase sales. Usually offered every term. *Prerequisite:* MKTG-301 and upper-division standing.

MKTG-412 Advertising and Promotion Campaigns (3) Development of an advertising campaign for a client. Includes formulation of advertising strategy, media planning, media buying, creative execution, and campaign evaluation. Usually offered every term. *Prerequisite:* MKTG-411 and upper-division standing.

MKTG-431 Direct Response Marketing (3) Examination of direct marketing tools, such as direct mail, direct-response broadcast and print advertising, and telemarketing. Use of database technology to target prospective customers, and review of direct marketing in specific industries such as financial, retail, political, and fund-raising. Usually offered every spring. *Prerequisite:* MKTG-300.

MKTG-490 Independent Study Project in Marketing (1-3) *Prerequisite:* MKTG-300, MKTG-302 (may be taken concurrently), upper-division standing and permission of instructor, department chair, and associate dean.

Graduate Courses

MKTG-612 Marketing Management (3) An introduction to current marketing management techniques and the tools necessary for effective marketing decision making. Global perspective on marketing management and international marketing issues. Interactive learning techniques include the case method and active class participation. Issues including ethics, minorities, and the ecological environment are incorporated. Course content requires familiarity with micro economics theory, basic concepts of accounting, and Quattro-Pro or similar spreadsheet program.

MKTG-685 Topics in Marketing (1.5-3) Topics vary by section, may be repeated for credit with different topic. In depth coverage of rotating topics including qualitative and quantitative

research methods on the Internet, web site design for e-marketing, etc. Offered irregularly.

MKTG-690 Independent Study Project (1-6) *Prerequisite:* permission of instructor and department chair.

MKTG-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

MKTG-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

MKTG-750 Internet Marketing Management (1.5) Using the Internet as an implementation tool for business and marketing strategy. Provides an overview of web and commerce technologies, but the focus of the course is on marketing applications of the Internet, including distribution, commerce, advertising, public relations, and other "stakeholder" relations. A technical background is not required, but students develop an understanding of technical aspects of the Internet relating to marketing strategy. Usually offered every fall.

MKTG-751 Internet Marketing Project (1.5) Student teams analyze Internet marketing opportunities facing a client firm and develop a strategic marketing plan. Issues assessed include the firm's Internet and technological capabilities, stage of Internet development, Internet marketing objectives, stakeholder concerns, creation and maintenance of the web site, nature of the marketing offer, and communication, pricing, and service objectives. Usually offered every spring. *Prerequisite:* MKTG-750.

MKTG-752 Relationship Marketing on the Internet (1.5) Examination of building and maintaining relationships with customers, suppliers, employees, and the public through the Internet; partnering with other brands or web sites and developing online communities to communicate directly with key segments; and using continuous customer service survey to monitor and benchmark performance. Emphasis on web site development and software to develop one-to-one relations. Includes guest speakers and software demonstrations. Usually offered every summer. *Prerequisite:* MKTG-612.

MKTG-753 Advertising on the Internet (1.5) Examination of the creation of an Internet advertising strategy; the use of banners, e-mail advertising, and Web sponsorships; and media placement decisions. Evaluation of controversies surrounding advertisement effectiveness measurement. Investigation of legal issues, including privacy, deception, and advertisement substantiation. Includes guest speakers. Usually offered every summer. *Prerequisite:* MKTG-612.

MKTG-754 Database Marketing (1.5) In contrast to traditional mass marketing approaches where firms market to large segments of consumers, database marketing uses individual level customer data (e.g., name, address, age, income, date and dollar amount of last purchase) to tailor marketing programs to individual customers. These individual level data are used to better understand customer behavior, to more effectively segment, target, and serve the marketer's customers, and to identify new, promising prospects. Usually offered every fall.

MKTG-755 Geodemographic Market Analysis (1.5) How to segment markets more precisely to use marketing resources more effectively. The availability and characteristics of public data

(such as Census Bureau) and proprietary data (such as Simmons MRB and Nielson), and how the information from these sources may be merged to provide valuable insights about customer behavior. Using software tools to better understand current and prospective customers, including where they live and their lifestyles, to more effectively segment markets, determine product mixes, design messages, and develop media plans. Usually offered every fall.

MKTG-756 Marketing Strategy for High-Technology Products and Services (1.5) Technological change, customer demands, and competitor and shareholder concerns make new product development a key marketing activity. This course emphasizes the unique issues with launching high-technology products, and creating a strategic vision for establishing technology platforms. Includes case studies and guest speakers. Usually offered every spring.

MKTG-760 Brand Strategy (1.5) Methods used to develop strategy for consumer products and services. Emphasis on launching a new product or service. Key issues include interfacing with R&D, sales forecasting, test marketing, marketing research, segmentation, positioning, competitor analysis, and profit. Case studies used throughout the course. *Prerequisite:* MKTG-612.

MKTG-761 Buyer Behavior (1.5) Analysis of the psychological foundations of consumer behavior and implications for marketing strategy, including consumer perception, attention, comprehension, and memory; attitudes and attitude-behavior relationships; information integration and decision making; and behavior modification perspectives. *Prerequisite:* MKTG-612.

MKTG-762 Promotion Management (1.5) Survey of promotion management activities, including sales promotion, personal selling, public relations, direct marketing, and institutional promotion. Promotional operations are examined individually and as a part of strategically coordinated promotional programs. Guest speakers from leading advertisers. *Prerequisite:* MKTG-612.

MKTG-763 Advertising Management (1.5) Examination of the advertising methods and techniques. Includes setting objectives, budgeting, copy strategy, copy execution and testing, media scheduling, and advertising effects models. Guest speakers from advertising agencies. *Prerequisite:* MKTG-612.

MKTG-764 Survey Methods in Marketing Research (1.5) Focuses on conducting marketing research surveys and analyzing data from marketing research studies. Students design questionnaires, choose appropriate statistical techniques for analyzing marketing research data, and use computer software (SPSS) to analyze data. Statistical applications include chi-square analysis, t-tests, analysis of variance, and simple/multiple regression. *Prerequisite:* MGMT-610 and MKTG-612.

Multimedia Design and Development

Undergraduate Courses

MMDD-200 Multimedia I (3) An introduction to all aspects of multimedia design and development including: interface analysis and design, applications of multimedia, authoring techniques and

tools, and legal issues. Teamwork is emphasized. Usually offered every spring. *Prerequisite:* ARTS-225 and CSIS-234.

MMDD-392 Cooperative Education Field Experience (3-9)

Prerequisite: completion of 36 credit hours of multimedia program, and permission of program advisor and Cooperative Education office.

MMDD-400 Multimedia II (3) Application of current methods for developing multimedia presentations including cultural, technical and creative aspects such as writing for multimedia, the impact of music, voice, and motion on viewer perceptions, virtual reality and multimedia, storage technologies, budgeting, project planning and team management, and advanced tools for multimedia development. Usually offered every fall. *Prerequisite:* MMDD-200.

MMDD-420 Multimedia Research and Development (3) Prepares multimedia design and development students for practicum (MMDD-460) and capstone projects. Students explore current topics in multimedia and its applications, experiment with new techniques of design, communication, and technology, and construct formal analyses and proposals for their practicum/capstone project. Also explores multimedia application domains. Usually offered every fall. *Prerequisite:* MMDD-400.

MMDD-450 Multimedia III (3) Advanced multimedia concepts including: psychological impacts of multimedia, developing distributed multimedia, multimedia-supported collaborative work, speech and multimedia, and application-centric designs. Also covers advanced features of multimedia tools as well as integration of commercial software suites into multimedia applications. Teamwork is emphasized. Usually offered every spring. *Prerequisite:* MMDD-400.

MMDD-460 Multimedia Practicum (3) Immersion into current methods for designing and developing multimedia projects and application of those methods to a comprehensive project. The practicum is a culmination of the formal methods learned in the classroom, the co-op/internship experience, and the research and development work from MMDD-420. Individuals and teams complete all aspects of a major project and demonstrate the results of their work in a final presentation. Usually offered every spring. *Prerequisite:* MMDD-400 and MMDD-420.

MMDD-490 Independent Study Project (1-6) *Prerequisite:* permission of instructor and program coordinator.

MMDD-491 Internship (1-6) *Prerequisite:* permission of instructor and program coordinator.

Applied Music

Undergraduate Courses

MUS-100 Class Instrumental Study (1) Beginning study in piano. Prepares the beginning student for private study. May be repeated for credit for a second semester at a more advanced level. Usually offered every term. *Prerequisite:* permission of department.

MUS-101 Class Vocal Study (1) Basic principles of singing. Prepares the beginning student for private study, for more effective choral singing, etc. May be repeated for a second semester at a

more advanced level. Usually offered every term. *Prerequisite:* permission of department.

MUS-121 Private Instrumental or Vocal Study (1) Students may enroll in private study for voice, piano, organ, guitar, or other orchestral instruments. May be repeated for credit with permission of instructor; different repertoire is assumed. Usually offered every term. *Prerequisite:* MUS-100 (piano), MUS-101 (voice), or permission of instructor.

MUS-122 Private Instrumental or Vocal Study (2) Students may enroll in private study for voice, piano, organ, guitar, other orchestral instruments, conducting, or composition. May be repeated for credit with permission of instructor, but not in the same term; different repertoire is assumed. Usually offered every term. *Prerequisite:* permission of department.

MUS-334 Private Instrumental or Vocal Study (4) Junior performance honors. Full recital required. Usually offered every term. *Prerequisite:* audition and permission of department chair.

MUS-434 Private Instrumental or Vocal Study (4) Senior performance honors. Full recital required. Usually offered every term. *Prerequisite:* audition and permission of department chair.

Graduate and Advanced Undergraduate Courses

MUS-021/MUS-022 Private Instrument (0) Students may enroll in noncredit private study for voice, piano, organ, guitar, or other orchestral instruments, for either ½ hour (MUS-021) or one hour (MUS-022) per week. Usually offered every term. *Prerequisite:* permission of department chair.

MUS-534 Studio Accompanying (2) Provides piano students with practical studio experience with singers and instrumentalists; includes two supervised hours (lessons) and four preparation hours per week. May be repeated for credit with permission of instructor, but not in the same term; different repertoire is assumed. Usually offered every term. *Prerequisite:* audition consisting of sight-reading and two songs handed out a week in advance.

Graduate Courses

MUS-791 Private Instrumental or Vocal Study (1) Students may enroll in private study for voice, piano, organ, guitar, or other orchestral instruments. May be repeated for credit with permission of instructor; different repertoire is assumed. Usually offered every term. *Prerequisite:* permission of department.

MUS-792 Private Instrumental or Vocal Study (2) Students may enroll in private study for voice, piano, organ, guitar, other orchestral instruments, conducting, or composition. May be repeated for credit with permission of instructor, but not in the same term; different repertoire is assumed. Usually offered every term. *Prerequisite:* permission of department.

Performing Arts: Music, Theatre, Dance, and Arts Management

Undergraduate Courses

PERF-102 Modern Dance I (3) Students learn interrelationships between dance and society, which form the context for movement expression. Skill development is accompanied by a study of twentieth century choreographers and the social conditions shaping their artistry. Readings, videos, concerts,

classwork, written work, and work in technique enhance participants' knowledge. Usually offered every term.

PERF-103 Beginning Jazz Dance (3) Study of jazz as a form emerging from African immigrant encounters with American society. The development of jazz dance in America covers the history of minstrelsy, vaudeville, and music theater. Technique development is augmented by readings, videos, readings, concerts, and written papers. Usually offered every term.

PERF-104 Beginning Ballet (3) Study of ballet from the sixteenth century European courts, as a form expressing the power and hierarchy of various monarchs, to its contemporary manifestations. Readings, videos, and concerts provide a social context while development of technical skill helps cultivate proficiency and understanding. Usually offered every term.

PERF-108 Beginning Tap Dance (3) Study of tap's emergence as a cross-cultural integration of Irish and African forms in the United States and of its development as a creative expression for urban African Americans. Technical development is augmented by readings, videos, concerts and written papers. Usually offered every term.

PERF-109 Dance Practicum (1) Provides the student with the opportunity to continue his/her current level of dance technique course. Student may register for practicum only if he/she has completed the 3 credit dance course at the 100 level. May be repeated for credit within the same term; dance technique must be different for each credit hour. Usually offered every term. *Prerequisite:* completion of equivalent 3 credit dance technique course and permission of the director of dance.

PERF-110/PERF-110G Understanding Music 1:1 (3) An introduction to musical language through listening and comprehension. The fundamentals of acoustics, melody, harmony, form, texture, and color in a wide range of music from ancient and global music to European concert music. Includes listening and concert attendance requirements. Usually offered every term.

PERF-115/PERF-115G Theatre: Principles, Plays, and Performance 1:1 (3) An overview of the principles of drama from the ancient Greeks to contemporary society. The class draws on theatre history and social context, the reading of great literature, critical analyses, and artistic exploration to culminate in the experience which is the essential element of the art itself—performance. Usually offered every term.

PERF-120 Music Fundamentals (3) Introductory study of musical notation and theory including rhythm, intervals, scales, keys, chords, and musical forms. Usually offered every fall.

PERF-122 The Evolution of Jazz and Blues (3) Cultural sources and growth of divergent stylistic characteristics of jazz and blues through the past hundred years. Usually offered every term.

PERF-123 Selected Topics in Music (3) Topics vary by section, may be repeated for credit with different topic. Study of an area such as orchestral, chamber, opera, American, folk, twentieth-century music, rock, or jazz theory. Usually offered every term.

PERF-124 Harmony I (3) The principles of part-writing and harmonic progression through compositional and analytical work in which students harmonize given melodies or basses. Materials

are limited to tonal music, triads and seventh chords with their inversions, cadences, harmonic progression, and simple modulations. Usually offered alternate falls. *Prerequisite:* PERF-120 or equivalent experience in music.

PERF-125 Harmony II (3) A continuation of part-writing and harmonic progression through compositional and analytical work. Materials include more complex structures, chromatically altered chords, and modulation to distant keys. Usually offered alternate springs. *Prerequisite:* PERF-124.

PERF-142 Concert Choir (1) Prepares and presents major works of choral literature. With permission of instructor may be repeated for credit, but not in the same term; different repertoire is assumed. Usually offered every term. *Prerequisite:* audition.

PERF-143 University Singers (2) Small, highly select, traveling choral ensemble which presents both sacred and secular programs. With permission of instructor may be repeated for credit, but not in the same term; different repertoire is assumed. Usually offered every term. *Prerequisite:* audition.

PERF-144 University Orchestra (1) Concerts, sight-reading, and study of selected compositions. Open to all students, faculty, and staff. With permission of instructor may be repeated for credit, but not in the same term; different repertoire is assumed. Usually offered every term. *Prerequisite:* permission of instructor.

PERF-145 Instrumental Ensembles (1) String, mixed, and wind ensembles, and jazz workshop. Open to students, faculty, and staff. With permission of instructor may be repeated for credit, but not in the same term; different repertoire is assumed. Usually offered every term. *Prerequisite:* permission of instructor.

PERF-181 Stage Make-Up (1) Basics of stage make-up: make-up material, make-up lists, color charts, facial anatomy, and corrective make-up. Usually offered alternate springs.

PERF-200/PERF-200G Dance and Society 1:2 (3) Students learn about the cultural importance of dance throughout history, including its ritual, social, and theatrical functions. Students discover the diverse ways and cultural contexts in which people express fundamental experiences and emotions through dance. Usually offered every spring. *Prerequisite for General Education credit:* PERF-115G.

PERF-202 Modern Dance II (3) Continuation of PERF-102. Study of additional choreographers and the social context of their work. Skill development is augmented by readings, videos, concerts and written papers, promoting and understanding of the role of dance as a form of creative expression that gives insight into society. Usually offered alternate falls. *Prerequisite:* PERF-102 or permission of instructor.

PERF-203 Intermediate Jazz Dance (3) Continuation of PERF-103. Analysis of jazz as an integral part of a creative expression in America and as developed by choreographers in a variety of twentieth century dances. Technical work is augmented by readings, videos, concerts, and written papers. Usually offered every term. *Prerequisite:* PERF-103 or permission of instructor.

PERF-204 Intermediate Ballet (3) Development of technical skills and performance ability in classical ballet vocabulary.

Usually offered alternate years. *Prerequisite:* PERF-104 or permission of instructor.

PERF-205/PERF-205G Masterpieces of Music 1:2 (3) Listening to and analyzing masterpieces of Western music from the Middle Ages to the present day. The course includes a variety of genres and styles with background study into the historical era and particular composers. Usually offered every spring. *Prerequisite for General Education credit:* PERF-110G.

PERF-208 Intermediate Tap Dance (3) Study of the impact of segregation on the development of tap and the form's resurgence in the 1970s as a corollary to the civil rights movement. Also, the use of tap by contemporary artists. Technical development is augmented by readings, videos, concerts, and papers. Usually offered every term. *Prerequisite:* PERF-108 or permission of instructor.

PERF-209 Dance Practicum (1) Provides the student with the opportunity to continue his/her current level of dance technique course. Student may register for practicum only if he/she has completed the 3 credit course at the 200 level. May be repeated for credit within the same term; dance technique must be different for each credit hour. Usually offered every term. *Prerequisite:* completion of equivalent 3 credit dance technique course and permission of the director of dance.

PERF-210/PERF-210G The Great Composers: Lives and Music 1:2 (3) The place of music in society is reflected in the lives and work of a series of major composers who represent contrasting eras, nationalities, musical styles, and aesthetic goals. Students examine the social history of music through listening, analysis, reading, and research into the fascinating people who have made music. Usually offered every fall. *Prerequisite for General Education credit:* PERF-110G or ARTH-105G.

PERF-215/PERF-215G Opera on Stage and Film 1:2 (3) Classics of operatic repertoire. Through readings, viewing videotapes, and attending live productions, students confront the literary sources, dramatic and musical structures, cultural forces, and the social, political, and historical environments that shaped the works and gave them life. Usually offered every spring. *Prerequisite for General Education credit:* LIT-120G or LIT-135G or PERF-110G.

PERF-220/PERF-220G Reflections of American Society on Stage and Screen 1:2 (3) Artistic and cultural developments and societal phenomena as reflected in stage, film, and television performance in the twentieth century United States. By reading the written versions and viewing the productions, students investigate and analyze the relationships between the creative artists, their produced works, and the societal contexts within which they originated. Usually offered every term. *Prerequisite for General Education credit:* COMM-105G or LIT-135G.

PERF-225/PERF-225G The African American Experience in the Performing Arts 1:2 (3) African American contributions to uniquely American forms and institutions in the performing arts. The course examines the artistic and cultural implications of these forms—from minstrelsy, vaudeville, and tap dance to jazz, blues, and gospel—set against the societal phenomena that shaped them, as well as the influence of African Americans on the broad range of performing arts genres, including musical theatre, drama, comedy, dance, and film. Usually offered every fall. *Pre-*

requisite for General Education credit: COMM-105G or LIT-135G or PERF-110G.

PERF-227 Musicianship I (3) The practical techniques of reading, hearing, sight singing, playing, and conducting simple (diatonic) musical materials and the methods by which those tasks are accomplished. Includes lab work in keyboard skills, conducting, score reading, and improvisation. Usually offered every fall. *Prerequisite:* PERF-120 or equivalent musical experience.

PERF-228 Musicianship II (3) The continuation of reading, sight singing, playing, and conducting scores into chromatic and modal materials. Includes lab work in keyboard skills, conducting, score reading, and improvisation. Usually offered every spring. *Prerequisite:* PERF-227 or equivalent musical experience.

PERF-251 Fundamentals of Acting I (3) Beginning performance skills for actors, including elementary scene study, stage movement, and role analysis. Usually offered every term.

PERF-252 Fundamentals of Acting II (3) A continuation of study in beginning performance skills for actors. Includes scene study, textual analysis, and character exploration. Usually offered every term. *Prerequisite:* PERF-251 or permission of instructor.

PERF-260 Principles of Production I (4) Techniques of stagecraft including scenery, properties, lighting, and sound, along with theatrical production philosophy and organization and an overview of the process of design. Mandatory lab sessions provide experience in scenic construction, basic electricity and stage lighting, and live-performance support. Usually offered every fall.

PERF-261 Principles of Production II (4) Continuation of PERF-260. Concentrates on the artistic concepts of technical production and how production concepts are realized in stage performance. Usually offered every spring. *Prerequisite:* PERF-260.

PERF-265 Theatre Practicum (1) Topics vary by section, may be repeated for credit with different topic. Provides the student with practical experience in designated areas of technical theatre: set construction and lighting, costume, public relations, and stage management. Usually offered every term.

PERF-302 Modern Dance III (3) Continuation of PERF-202. Study of choreographers and their social context augmented by readings, videos, concerts, and written papers. Advanced technical development and artistry emphasized. Meets with PERF-602. Usually offered every term. *Prerequisite:* PERF-202 or permission of instructor.

PERF-303 Modern Dance IV (3) Continuation of PERF-302. Study of choreographers and their social context augmented by readings, videos, concerts, and written papers. Advanced technical development and artistry emphasized. Meets with PERF-603. Usually offered every term. *Prerequisite:* PERF-302 or permission of instructor.

PERF-304 African Dance (3) Students learn the inter-relationship between movement and sound in African dance and develop a sense of creative expression and group interaction. Assigned readings, class trips, concert viewings, and class discussions enhance the participants' knowledge of traditional African society while providing a historical outlet for cross-cultural understanding and appreciation. Usually offered every term.

PERF-305 History and Philosophy of Dance I: Fifteenth–Nineteenth Century (3) The evolution of Western theatrical dance, with emphasis on the fifteenth through the nineteenth centuries. Meets with PERF-605. Usually offered alternate falls.

PERF-306 History and Philosophy of Dance II: Twentieth Century (3) A chronological survey of dance in the twentieth century. Writings and videos of contemporary dance authorities and artists are used as source materials. Meets with PERF-606. Usually offered alternate falls. *Prerequisite:* PERF-305.

PERF-309 Dance Practicum (1) Provides the student with the opportunity to continue his/her current level of dance technique course. Student may register for practicum only if he/she has completed the three credit dance course at the 300 level. May be repeated for credit within the same term; dance technique must be different for each credit hour. Usually offered every term. *Prerequisite:* completion of equivalent 3 credit dance technique course and permission of the director of dance.

PERF-322 History of Music I: From Antiquity to 1700 (3) Music in Western civilization from ancient times to the eighteenth century, including a brief survey of primitive and oriental music. Illustrated with slides and recordings. Usually offered alternate falls. *Prerequisite:* ability to read music notation.

PERF-323 History of Music II: From 1700 to the Present (3) Music in Western civilization from the eighteenth century to the present. Illustrated with slides and recordings. Usually offered alternate springs. *Prerequisite:* ability to follow a musical score.

PERF-324 Form and Analysis (3) Exploration of the structural principles of tonal music from the Baroque to the early twentieth century. Examines the interaction of harmony and melody in form. Includes sonata, rondo, song form, and binaries. Usually offered alternate falls. *Prerequisite:* PERF-125.

PERF-325 Counterpoint (3) The study of contrapuntal writing from tonal sources including the invention, chorale-prelude, and fugue through analysis and composition of examples. Also includes invertible counterpoint and canon. Usually offered alternate springs. *Prerequisite:* PERF-324.

PERF-331 Music Technology I (3) Familiarizes students with the creative use of new sound technology (synthesizers, computers, etc.). The course covers, with hands-on experience, the techniques applied in music composition and/or performance on an elementary level. Usually offered alternate falls.

PERF-332 Music Technology II (3) A continuation of PERF-331. Covers the principles of electronic music composition and analysis of performance styles. The course focuses on actual composition and performance of works created by students. Usually offered alternate springs. *Prerequisite:* PERF-331.

PERF-340 From Scene into Song (3) Focuses on the theoretical and experiential exploration of the component skills necessary for the music theatre form. Students acquire skills for application to the difficult aesthetic task of vocal delivery combined with a portrayal of a believable character. Usually offered every spring. *Prerequisite:* PERF-227, PERF-228, and PERF-251.

PERF-342 Vocal Techniques for Music Theatre (3) Offers students the opportunity to learn about the function, anatomy, care, and use of the vocal instrument. Includes the psychological aspects of singing, posture and breathing, phonation, resonance and

vocal quality, articulation, vocal problems, diction, spontaneity, and artistry. Usually offered alternate falls. *Prerequisite:* PERF-227, PERF-228, and PERF-251.

PERF-346 Survey of Music Theatre (3) An overview of the historical development of music theatre from its earliest beginnings to the 1980s. Students view films and listen to music, analyzing the work of important composers and librettists. Important operatic milestones are included and their musical influence on the genre analyzed. European roots are studied. Usually offered alternate falls.

PERF-350 Fundamentals of Acting III (3) An intermediate-level acting class focusing on character analysis within the scene and within the play. Class discussion, instructor critique, improvisation, and vocal and physical warm-up are emphasized. Usually offered alternate falls. *Prerequisite:* PERF-251 and PERF-252 or permission of instructor.

PERF-355 Speech and Voice for the Theatre (3) For theatre majors concerned with developing effective techniques of voice and diction. Usually offered every spring.

PERF-362 Lighting Design (3) Lighting technology, electrical theory, and the design of lighting as an integral part of the performing arts. Usually offered alternate springs. *Prerequisite:* PERF-260 or permission of instructor.

PERF-364 Basics of Scene and Costume Design (3) Introductory course dealing with the technical and artistic aspects of scene and costume design. Draws on the fine arts, architecture, history, critical analysis, and the student's own artistic exploration to facilitate an understanding of how these are applied to stage production. Usually offered every spring.

PERF-365 Theatre History I: From the Greeks to the Renaissance (3) The historical pattern of drama as an art form and the social function of the theatre from its earliest appearance through the Renaissance. Meets with PERF-665. Usually offered every fall.

PERF-366 Theatre History II: From Baroque to the End of the Nineteenth Century (3) The historical pattern of drama as an art form and the social function of the theatre from the baroque to the present. Meets with PERF-666. Usually offered alternate springs.

PERF-367 Theatre History III: Twentieth Century (3) American and world drama of the twentieth century. Meets with PERF-667. Usually offered alternate springs.

PERF-389 Arts Management in the Non-Profit Sector (3) Examines the history, role, and social, political, and economic environments of arts and cultural institutions in the United States. Provides fundamental skills for artistic, programmatic, and organizational development for arts and cultural institutions in the non-profit sector, including leadership theories and practices, financial management and planning, marketing and audience development, and fundraising. Usually offered every fall.

PERF-390 Independent Reading Course in Performing Arts (1-6) *Prerequisite:* permission of instructor and department chair.

PERF-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

PERF-398, PERF-399 Honors, Junior Year (1-6), (1-6) May be repeated for credit. Usually offered every fall and spring. *Prerequisite:* permission of department chair and honors director.

PERF-404 Advanced Ballet (3) Continuation of PERF-204. Emphasis on development of artistry and complexity of skills and movement combinations. Advanced readings and written work on contemporary ballet as a reflection of society. Meets with PERF-604. Usually offered every fall and spring. *Prerequisite:* PERF-204 or permission of instructor.

PERF-409 Dance Practicum (1) May be repeated for credit within the same term; dance technique must be different for each credit hour. Provides the student with the opportunity to continue his/her current level of dance technique course. Student may register for practicum only if he/she has completed the 3 credit dance course at the 400 level. Usually offered every term. *Prerequisite:* completion of equivalent 3 credit dance technique course and permission of the director of dance.

PERF-411 Composition of Dance I (3) Topics vary by section, may be repeated for credit with different topic. Introduction to the vocabulary and techniques of choreography. Students create their own choreographies. Meets with PERF-611. Usually offered alternate years. *Prerequisite:* permission of instructor.

PERF-412 Composition of Dance II (3) Topics vary by section, may be repeated for credit with different topic. Continuation of PERF-411. Meets with PERF-612. Usually offered every spring. *Prerequisite:* PERF-411 or permission of instructor.

PERF-415 Psychology of Music (3) This interdisciplinary course focuses on the cognitive processing of music—how it is sensed, perceived, remembered, and interpreted at both micro and macro levels. Includes music therapy, performance anxiety, developmental and cross-cultural perspectives, and neurological aspects. Meets with PSYC-415. Offered irregularly. *Prerequisite:* PERF-120 or equivalent music experience and two psychology courses.

PERF-440 Stage Management (3) Gives the student a broad overview of stage management and related production management theory, with concentration on rehearsal and performance management techniques. Usually offered alternate springs.

PERF-445 Senior Capstone (3) Provides theatre, music theatre, and music majors with a comprehensive integrative seminar and guides the student to the realization of a creative capstone project. Builds upon the foundation of theory and experience acquired throughout the undergraduate years. Usually offered every spring.

PERF-450 Rotating Topics in Theatre (1-3) Topics vary by section, may be repeated for credit with different topic. Designed for advanced undergraduate students who wish to continue theatre studies. Emphasis on approaches to performance material and preparation techniques for improvisation, advanced acting styles, children's theatre, creative dramatics, Shakespeare, stage management, music theatre, directing methodologies, auditioning and monologue preparation and other selected topics. Meets with PERF-650. Usually offered every term. *Prerequisite:* permission of instructor.

PERF-490 Independent Study Project in Performing Arts (1-6) *Prerequisite:* permission of instructor and department chair.

PERF-491 Performing Arts: Internship (1-6) *Prerequisite:* permission of instructor and department chair.

PERF-498, PERF-499 Honors, Senior Year (1-6), (1-6) May be repeated for credit. Usually offered every fall and spring.

Graduate and Advanced Undergraduate Courses

PERF-506 The Moving Body (3) The practical application of anatomy and kinesiology to performance work in dance, music, and theatre. Warm-up exercises, injury prevention, sports, and everyday activities are also covered. Usually offered every fall. *Prerequisite:* permission of instructor.

PERF-507 Principles of Movement (3) Principles of Movement is a system of analysis for describing and understanding the qualitative aspects of movement. Students learn to expand their movement vocabulary, both spatially and dynamically, and to develop their verbal skills in observing and describing dance. Usually offered every spring.

PERF-526 Orchestration (3) Scoring for various chamber ensembles and full orchestra. Analysis of the orchestration of composers from the classical era to the present. Usually offered alternate falls. *Prerequisite:* PERF-324, which may be taken concurrently.

PERF-545 Chamber Ensembles (1) With permission of instructor may be repeated for credit; content must be different. Performance in particular areas of music literature by small, select groups, including Opera Workshop and Collegium Musicum. Usually offered every term. *Prerequisite:* audition.

PERF-552 Directing Techniques (3) A studio course providing training in the foundations of directing for the theatre by applying various directorial theories, forms of play analysis and types of staging to particular scripts. Usually offered every fall. *Prerequisite:* PERF-115, PERF-251, and PERF-260 or permission of instructor.

PERF-555 Acting IV: From Stage to Screen (3) On-camera work is an essential part of performance. This course in the foundational acting sequence provides students with concrete performance work which focuses on the techniques necessary to transform a stage performance into one appropriate to film or video. Usually offered every spring. *Prerequisite:* PERF-251, PERF-252 and PERF-350 or permission of instructor.

PERF-556 Acting V: Audition Techniques (3) Students cultivate an understanding of the realities of the marketplace and necessary techniques for professional acting. The focus is on acquisition of skills for the auditioning process and the development of tools for entering the professional world. Usually offered every fall. *Prerequisite:* PERF-251, PERF-252, PERF-350, and PERF-555.

PERF-557 Creative Writers' Performance Laboratory (3) An exploratory course for writers, actors, and directors for study and development of original scripted works and the process inherent in the creation of a dramatic piece. Attention is given to special acting, directing, and writing techniques needed to realize a polished performance of students' original works. Usually offered every spring. *Prerequisite:* some experience in writing, acting, or directing, or permission of instructor.

PERF-570 Survey of Arts Management (3) Study of various facets of management in the arts: contracts, logistics, organization, etc. Usually offered every fall. *Prerequisite:* permission of instructor.

PERF-571 Promotion and Public Relations for Performing Arts (3) Examines the techniques of audience development for arts institutions. Basic promotion and public relations skills. Usually offered every spring. *Prerequisite:* permission of instructor.

PERF-585 Creative Theories and Criticism in Performing Arts (3) Aesthetic and critical constructs which apply to the interrelationship between the performing arts and criticism of them. Usually offered every spring. *Prerequisite:* permission of instructor for non-majors.

PERF-590 Independent Reading Course in Performing Arts (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

PERF-602 Modern Dance III (3) Study of choreographers and their social context augmented by readings, videos, concerts, and written papers. Advanced technical development and artistry emphasized. Meets with PERF-302. Usually offered every term. *Prerequisite:* permission of instructor.

PERF-603 Modern Dance IV (3) Continuation of PERF-602. Study of choreographers and their social context augmented by readings, videos, concerts, and written papers. Advanced technical development and artistry emphasized. Meets with PERF-303. Usually offered every term. *Prerequisite:* PERF-602 or permission of instructor.

PERF-604 Advanced Ballet (3) Emphasis on developing artistry and complexity of skills and movement combinations. Advanced readings and written work on contemporary ballet as a reflection of society. Meets with PERF-404. Usually offered every term. *Prerequisite:* permission of instructor.

PERF-605 History and Philosophy of Dance I: Fifteenth–Nineteenth Century (3) The evolution of Western theatrical dance, with emphasis on the fifteenth through the nineteenth centuries. Meets with PERF-305. Usually offered alternate falls.

PERF-606 History and Philosophy of Dance II: Twentieth Century (3) A chronological survey of dance in the twentieth century; writings and videos of contemporary dance authorities and artists are used as source materials. Usually offered alternate falls. Meets with PERF-306. *Prerequisite:* PERF-605.

PERF-607 Teaching Methods in Dance Education (3) Concepts, theories, strategies, methods, and styles of teaching are explored and evaluated. Emphasis is on the development of effective skills and understanding in teaching through observation, lesson plans, practice, and analysis. Also examines theories of dance education in schools and communities. Usually offered every fall. *Prerequisite:* permission of instructor.

PERF-609 Dance Practicum (1) Provides the student with the opportunity to continue his/her current level of dance technique course. Student may register for practicum only if he/she has completed the 3 credit dance course at the 600 level. May be repeated for credit within the same term; dance technique must be different for each credit hour. Usually offered every term. *Prerequisite:*

completion of equivalent 3 credit dance technique course and permission of the director of dance.

PERF-611 Composition of Dance I (3) May be repeated for credit but not within the same term. Introduction to the vocabulary and techniques of choreography. Students create their own choreographies. Meets with PERF-411. Usually offered alternate years. *Prerequisite:* permission of instructor.

PERF-612 Composition of Dance II (3) May be repeated for credit but not within the same term. Continuation of PERF-611. Meets with PERF-412. Usually offered every spring. *Prerequisite:* permission of instructor.

PERF-650 Rotating Topics in Theatre (1-3) Topics vary by section, may be repeated for credit with different topic. Designed for advanced graduate students who wish to continue theatre studies. Emphasis on approaches to performance material and preparation techniques in improvisation, advanced acting styles, children's theatre, Shakespeare, stage management, music theatre, directing methodologies, auditioning and monologue preparation, and other selected topics. Meets with PERF-450. Usually offered every term. *Prerequisite:* permission of instructor.

PERF-665 Theatre History I: From the Greeks to the Renaissance (3) The historical pattern of drama as an art form and the social function of the theatre from its earliest appearance through the Renaissance. Meets with PERF-365. Usually offered every fall.

PERF-666 Theatre History II: From Baroque to the End of the Nineteenth Century (3) The historical pattern of drama as an art form and the social function of the theatre from the baroque to the present. Meets with PERF-366. Usually offered alternate springs.

PERF-667 Theatre History III: Twentieth Century (3) American and world drama of the twentieth century. Meets with PERF-367. Usually offered alternate springs.

PERF-672 Rotating Topics in Arts Management (3) Topics vary by section, may be repeated for credit with different topic. An exploration of major areas of arts management: grants and fund raising; box office, income, and general administration; and arts in education. Usually offered every term. *Prerequisite:* PERF-570 or permission of instructor.

PERF-673 Fund-Raising Management for the Arts (3) Examines the factors most conducive to the financial health of institutions and ways of obtaining and maintaining funding. Usually offered every fall. *Prerequisite:* PERF-570 or permission of instructor.

PERF-690 Independent Study Project in Performing Arts (1-6) *Prerequisite:* permission of instructor and department chair.

PERF-691 Performing Arts: Internship (1-6) *Prerequisite:* permission of instructor and department chair.

PERF-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

PERF-749 Research Performance: Lecture Recital (3-6) Research topics for M.A. candidates in music performance who choose to present a lecture-recital instead of a thesis. Work includes intensive instrumental or vocal research in lecture topic area. May not be taken before the M.A. recital requirement has

been completed. Must be under the supervision of a full-time faculty advisor. Usually offered every term. *Prerequisite*: permission of department chair.

PERF-797 Master's Thesis Seminar (1-6)

PERF-798 Nonthesis Option Seminar (3-6)

Philosophy

Undergraduate Courses

PHIL-100 Introduction to Logic (3) Basic principles of inductive and deductive reasoning. Text and exercises supplemented by readings and discussions in history, philosophy, and applications of logic. Usually offered every term.

PHIL-105/PHIL-105G Western Philosophy 2:1 (3) A historical introduction to the Western philosophical tradition. Students closely examine classic and contemporary texts on the nature of reality, truth, morality, goodness, and justice; the possibility of knowledge; faith, reason, and the existence of God; and the issue of freedom and determinism. Usually offered every term.

PHIL-210/PHIL-210G European Philosophy and the American Experiment 2:2 (3) The founding documents of the American nation—the Declaration of Independence and the Constitution—are uniquely philosophical. Students examine the philosophical writings that influenced the authors of these documents, and analyze the documents against this background. Criticisms of the documents and current disputes about their proper role are considered. Usually offered every term. *Prerequisite for General Education credit*: GOVT-105G or PHIL-105G or HIST-110G.

PHIL-220/PHIL-220G Moral Philosophy 2:2 (3) The theories concerning the nature of goodness found in Western philosophy. The major discussion issues are traditional principles for evaluating goodness and telling right from wrong; the difference between fact and value; the justification of normative judgments; objectivity in ethics; and the relationship between moral and nonmoral goodness. Usually offered every term. *Prerequisite for General Education credit*: PHIL-105G or JLS-110G.

PHIL-221 Philosophy, Politics, and Society (3) Theories of the nature of society and justification of social institutions. Critical study of such social problems as control of technology and the environment, education, militarism, racism, imperialism, civil disobedience, rebellion, and revolution. Usually offered every spring.

PHIL-225/PHIL-225G Ethical Issues in Government, Business, and Media 4:2 (3) The major types of ethical principles that affect individual behavior in public and private institutions. The constraints that organizational structures and technology impose on ethical decision making. Case studies of employee privacy, welfare rights, affirmative action, advertising and research ethics, professional ethical codes, exploitation, developmental ethics, just war theories. Usually offered every fall. *Prerequisite for General Education credit*: GOVT-110G or SOCY-150G.

PHIL-230/PHIL-230G Meaning and Purpose in the Arts 1:2 (3) Leading theories of the nature, purpose, and meaning of artistic activities and objects examined through writings of philosophers, artists, and critics of ancient and modern times. Both

Western and non-Western viewpoints are considered. Student projects apply critical ideas to particular works in an art form familiar to them. Usually offered every fall. *Prerequisite for General Education credit*: ARTS-100G or LIT-105G or LIT-135G or PERF-110G.

PHIL-300 Ancient and Medieval Philosophy (3) History of Western philosophy from the earliest period through the sixteenth century. Philosophers and their general cultural milieu. The formation of the classical world view and accommodation of this world picture to requirements of Judaism, Christianity, and Islam. Meets with PHIL-600. Usually offered alternate falls.

PHIL-301 Modern Philosophy from Bacon to Hegel (3) Modern Western philosophic ideas are studied in relation to the scientific, cultural, and political environment of seventeenth and eighteenth century Europe. Meets with PHIL-601. Usually offered alternate springs. *Note*: PHIL-300 is recommended, but not required.

PHIL-302 Nineteenth Century Philosophy (3) Explores the fundamental themes of contemporary Western philosophy and their relation to historical developments, such as the Industrial Revolution, and scientific developments, such as the Darwinian revolution. Covers utilitarianism, pragmatism, Marxism, existentialism, and philosophy of science. Meets with PHIL-602. Usually offered every fall. *Prerequisite*: one introductory course in philosophy.

PHIL-303 Twentieth Century Philosophy (3) Explores the fundamental themes of contemporary Western philosophy in view of historical developments, such as the world wars, and intellectual developments, such as Einstein's and Freud's discoveries. Covers analytic philosophy, existentialism, phenomenology, deconstructionism, philosophy of science, and linguistic philosophy. Meets with PHIL-603. Usually offered every spring. *Prerequisite*: one introductory course in philosophy.

PHIL-310 The Classical Period (3) Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include the pre-Socratics, Plato, Aristotle, Neo-Platonism, and Augustine. Meets with PHIL-610. Usually offered alternate falls. *Prerequisite*: PHIL-300 or permission of instructor.

PHIL-311 Modern European Movements (3) Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include the British empiricists, continental rationalists, Kant, Hegel, and post-Hegelian idealism. Meets with PHIL-611. Usually offered alternate springs. *Prerequisite*: one introductory course in philosophy.

PHIL-312 Recent and Contemporary Philosophers (3) Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include Nietzsche, Kierkegaard, Husserl, naturalism, French existentialism, German existentialism, post-existential European philosophy, and analytic philosophy and phenomenology. Meets with PHIL-612. Usually offered alternate falls. *Prerequisite*: two courses in philosophy or permission of instructor.

PHIL-313 Studies in Oriental Philosophy (3) Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include Buddhist, Chinese, and Indian philosophy. Meets with PHIL-613. Usually offered every fall.

PHIL-314 American Philosophy (3) The background and substance of American philosophy since colonial times. The role of philosophical ideas, European and indigenous, in the growth of American culture. Meets with PHIL-614. Usually offered alternate springs. *Prerequisite:* one course in philosophy.

PHIL-315 Topics in Jewish Philosophy (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics on the chief intellectual and philosophical currents of Jewish thought. Topics may include the study of the major Jewish thinkers of the past, such as Philo, Maimonides, or Martin Buber; or the course may be organized thematically around such questions as the relationship of Jewish thought to Aristotelian philosophy or the resonance of the Holocaust in Jewish philosophy. Meets with PHIL-615. Usually offered every fall.

PHIL-316 Feminist Philosophy (3) Explores some of the challenges posed by feminist philosophers to traditional constructions of subjectivity through interrogation of one or more areas of philosophical thought: ethics, political theory, epistemology, philosophy of mind, philosophy of science, or philosophy of language. Meets with PHIL-616. Usually offered every spring.

PHIL-341 Philosophy of the Social Sciences (3) The nature of explanation, extent of prediction, use of theories, applicability of the methods of natural sciences in the social sciences, and objectivity and value-neutrality of social scientific knowledge. Meets with PHIL-641. Usually offered every fall. *Prerequisite:* one course in philosophy or permission of instructor.

PHIL-353 Metaphysics (3) Topics vary by section, may be repeated for credit with different topic. Course focuses on one of the following topics: mind and soul, the concept of freedom, analysis and explanation of action, and metaphysics and metaphilosophy. Meets with PHIL-653. Offered irregularly. *Prerequisite:* two courses in philosophy or permission of instructor.

PHIL-355 Philosophy of Religion (3) Leading contemporary movements in the philosophy of religion. Meets with PHIL-655. Usually offered alternate falls. *Prerequisite:* two courses in philosophy or permission of instructor.

PHIL-386 Selected Topics in Philosophy (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics including medical ethics, philosophy of language, advanced philosophical argumentation, philosophy of reason and passion, bio-ethics, and post-modernism. Usually meets with PHIL-686. Usually offered every term. *Prerequisite:* PHIL-105 or permission of instructor.

PHIL-390 Independent Reading Course in Philosophy (1-6) *Prerequisite:* permission of instructor and department chair.

PHIL-391 Internship in Philosophy and Social Policy (1-6) *Prerequisite:* permission of instructor and department chair.

PHIL-392 Cooperative Education Field Experience in Philosophy and Social Policy (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

PHIL-490 Independent Study Project in Philosophy (1-6) *Prerequisite:* permission of instructor and department chair.

PHIL-498 Honors Project in Philosophy (3-6) *Prerequisite:* permission of department and University Honors Director.

Graduate and Advanced Undergraduate Courses

PHIL-500 Modern Deductive Logic (3) Introduction to modern symbolic methods in deductive reasoning; the merits of competing systems and the philosophical issues involved. Special knowledge of mathematics is not required. Usually offered alternate springs. *Prerequisite:* PHIL-100 or permission of instructor.

PHIL-520 Seminar on Ethical Theory (3) Survey of the development of ethical theory in Western philosophy by analysis of major works in classical and contemporary moral philosophy. Issues investigated include the nature of the good and the right, the possibility of moral knowledge, the principles of individual virtue and social justice, the problems of ethical relativism and absolutism, and the foundations of modern conceptions of human rights. Usually offered every fall. *Prerequisite:* one introductory course in philosophy.

PHIL-525 Seminar on Modern Moral Problems (3) Investigation of moral philosophers' attempts to analyze specific moral problems (e.g., abortion, euthanasia, pornography, surrogate parenting, capital punishment, economic justice, affirmative action, research with human subjects, genetic research, government secrecy and deception) and to formulate general principles for ethical analysis of social policies and professional ethics (for lawyers, doctors, etc.). Usually offered every spring. *Prerequisite:* one introductory course in philosophy.

PHIL-545 Seminar on Theories of Human Nature (3) Theories of the nature of human beings and the human condition. This course considers contemporary as well as historical answers to questions such as, are we free or determined? rational or irrational? inherently good or evil? selfish or altruistic? spiritual or materialistic? social or individualistic? Usually offered every spring. *Prerequisite:* one introductory course in philosophy.

PHIL-590 Independent Reading Course in Philosophy (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

Note: Courses at the 600 level generally meet with courses at the 300 level. Registration at the 600 level implies graduate-level assignments and higher expectations regarding performance.

PHIL-600 Ancient and Medieval Philosophy (3) History of Western philosophy from the earliest period through the sixteenth century. Philosophers and their general cultural milieu. The formation of the classical world view and accommodation of this world picture to requirements of Judaism, Christianity, and Islam. Meets with PHIL-300. Usually offered alternate falls.

PHIL-601 Modern Philosophy from Bacon to Hegel (3) Modern Western philosophic ideas are studied in relation to the scientific, cultural, and political environment of seventeenth and eighteenth century Europe. Meets with PHIL-301. Usually offered alternate springs. *Note:* PHIL-600 is recommended but not required.

PHIL-602 Nineteenth Century Philosophy (3) Explore the fundamental themes of contemporary Western philosophy and their relation to historical developments, such as the Industrial Revolution, and to scientific developments, such as the Darwinian revolution. Covers utilitarianism, pragmatism, Marxism, existentialism, and the philosophy of science. Meets with

PHIL-302. Usually offered every fall. *Prerequisite:* one introductory course in philosophy.

PHIL-603 Twentieth Century Philosophy (3) Explores the fundamental themes of contemporary Western philosophy in view of historical developments, such as the world wars, and of intellectual developments, such as Einstein's and Freud's discoveries. Includes analytic philosophy, existentialism, phenomenology, deconstructionism, philosophy of science, and linguistic philosophy. Meets with PHIL-303. Usually offered every spring. *Prerequisite:* one introductory course in philosophy.

PHIL-610 The Classical Period (3) Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include: the pre-Socratics, Plato, Aristotle, Neo-Platonism, and Augustine. Meets with PHIL-310. Usually offered alternate falls. *Prerequisite:* PHIL-600 or permission of instructor.

PHIL-611 Modern European Movements (3) Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include: the British empiricists, continental rationalists, Kant, Hegel, and post-Hegelian idealism. Meets with PHIL-311. Usually offered alternate springs. *Prerequisite:* one introductory course in philosophy.

PHIL-612 Recent and Contemporary Philosophers (3) Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include Nietzsche, Kierkegaard, Husserl, naturalism, French existentialism, German existentialism, post-existential European philosophy, and analytic philosophy and phenomenology. Meets with PHIL-312. Usually offered alternate falls. *Prerequisite:* two courses in philosophy or permission of instructor.

PHIL-613 Studies in Oriental Philosophy (3) Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include Buddhist, Chinese, and Indian philosophy. Meets with PHIL-313. Usually offered every fall.

PHIL-614 American Philosophy (3) The background and substance of American philosophy since colonial times. The role of philosophical ideas, European and indigenous, in the growth of American culture. Meets with PHIL-314. Usually offered alternate springs. *Prerequisite:* one course in philosophy.

PHIL-615 Topics in Jewish Philosophy (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics on the chief intellectual and philosophical currents of Jewish thought. Topics may include the study of the major Jewish thinkers of the past, such as Philo, Maimonides, or Martin Buber; or the course may be organized thematically around such questions as the relationship of Jewish thought to Aristotelian philosophy or the resonance of the Holocaust in Jewish philosophy. Meets with PHIL-315. Usually offered every fall.

PHIL-616 Feminist Philosophy (3) Explores some of the challenges posed by feminist philosophers to traditional constructions of subjectivity through interrogation of one or more areas of philosophical thought: ethics, political theory, epistemology, philosophy of mind, philosophy of science, or philosophy of language. Meets with PHIL-316. Usually offered every spring.

PHIL-641 Philosophy of the Social Sciences (3) The nature of explanation, extent of prediction, use of theories, applicability of the methods of natural sciences in the social sciences, and objec-

tivity and value-neutrality of social scientific knowledge. Meets with PHIL-341. Usually offered every fall. *Prerequisite:* one course in philosophy or permission of instructor.

PHIL-653 Metaphysics (3) Topics vary by section, may be repeated for credit with different topic. Course focuses on one of the following topics: mind and soul, the concept of freedom, analysis and explanation of action, and metaphysics and metaphilosophy. Meets with PHIL-353. Offered irregularly. *Prerequisite:* two courses in philosophy or permission of instructor.

PHIL-655 Philosophy of Religion (3) Leading contemporary movements in the philosophy of religion. Meets with PHIL-355. Usually offered alternate falls. *Prerequisite:* two courses in philosophy or permission of instructor.

PHIL-686 Selected Topics in Philosophy (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics including: medical ethics, philosophy of language, advanced philosophical argumentation, philosophy of reason and passion, bio-ethics, and post-modernism. Usually meets with PHIL-386. Usually offered every term. *Prerequisite:* PHIL-105 or permission of instructor.

PHIL-690 Independent Study Project in Philosophy (1-6) *Prerequisite:* permission of instructor and department chair.

PHIL-691 Internship in Philosophy and Social Policy (1-6) *Prerequisite:* permission of instructor and department chair.

PHIL-692 Cooperative Education Field Experience in Philosophy and Social Policy (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

PHIL-693 Seminar in Ethics and Peace (3) The integrative seminar for the M.A. in Ethics and Peace. Discussion of ethics, ethical systems, and the presuppositions of mediation from a cross-cultural perspective. Completion and presentation of a major integrative research paper is required. Usually offered every spring.

PHIL-702 Graduate Seminar in Philosophy (3-12) Topics vary by section, may be repeated for credit with different topic. Intensive study of selected problems under individual direction. Topics include history of philosophy, metaphysics, logic, epistemology, philosophy of science, value theory, philosophy of religion, social philosophy, and Eastern philosophy. Usually offered every term. *Prerequisite:* four courses in philosophy and permission of department.

PHIL-797 Master's Thesis Seminar (1-6) *Prerequisite:* permission of department chair.

PHIL-799 Doctoral Dissertation Seminar (1-24) *Prerequisite:* permission of department chair.

Physics

Undergraduate Courses

PHYS-100/PHYS-100G Physics for the Modern World 5:1 (3) The laws and rules that govern nature and the physical universe are beautiful yet mysterious. Physics is the science that tries to find these laws by observation, measurement, and testing of hypotheses. The course traces the development of the scientific method and work that forms the basis for studying mechanics, waves, sound, light, and electricity. Includes laboratory. Usually

offered every term. *Prerequisite:* completion of the University Mathematics Requirement or concurrent enrollment in a mathematics or statistics course that has MATH-15x Finite Mathematics as a prerequisite.

PHYS-105/PHYS-105G College Physics I 5:1 (4) General physics as defined as the study of the properties and interactions of matter and energy using scientific methodology. Covers a full range of subjects in classical mechanics and in thermodynamics, including lab experiments in mechanics, heat, and sound. Usually offered every fall. *Prerequisite:* MATH-170 or equivalent.

PHYS-110/PHYS-110G University Physics I 5:1 (4) General physics as defined as the study of the properties and interactions of matter and energy using scientific methodology. Uses calculus-based mathematical methods in solving physical problems. Covers a full range of subjects in classical mechanics and thermodynamics, including lab experiments in mechanics, heat, and sound. Usually offered every fall. *Prerequisite:* MATH-221, may be taken concurrently.

PHYS-200/PHYS-200G Physics for a New Millennium 5:2 (3) In an interactive lab/lecture environment, students have the opportunity to explore topics in electricity and magnetism, light and optics, and modern physics. Emphasis is placed on inquiry-based activities that utilize these topics as a foundation for understanding current technological advancements. Usually offered every fall. *Prerequisite:* PHYS-100. *Prerequisite for General Education credit:* PHYS-100G.

PHYS-205/PHYS-205G College Physics II 5:2 (4) Incorporates the standard subjects in electricity and magnetism (fields, potentials, DC and AC circuits, electromagnetic waves), geometrical and physical optics, and an introduction to quantum physics. Includes lab experiments in electricity, magnetism, light, and sound. Usually offered every spring. *Prerequisite:* PHYS-105. *Prerequisite for General Education credit:* PHYS-105G.

PHYS-210/PHYS-210G University Physics II 5:2 (4) Uses calculus-based mathematical methods in solving physical problems. Incorporates the standard subjects in electricity and magnetism (fields, potentials, DC and AC circuits, electromagnetic waves), geometrical and physical optics, and an introduction to quantum physics. Includes lab experiments in electricity, magnetism, light, and optics. Usually offered every spring. *Prerequisite:* MATH-221 and PHYS-110. *Prerequisite for General Education credit:* MATH-221 and PHYS-110G.

PHYS-220/PHYS-220G Astronomy 5:2 (3) Theories of the formation of the universe, its structure and evolution over time. Stars, planets, and galaxies are born and change over the years; supernovae, neutron stars, pulsars, black holes, quasars, and solar systems are formed. Usually offered every term. *Prerequisite for General Education credit:* PHYS-100G or PHYS-110G or PHYS-105G or CHEM-100G or CHEM-110G or PSYC-115G.

PHYS-230/PHYS-230G Changing Views of the Universe 2:2 (3) Study of science as a tradition that shaped and was shaped by the Western world. This is a course about science—how scientific thought, practice, and culture developed. It explores changing concepts in the physical sciences from their earliest roots to modern times, and discusses the interaction between the physical sciences and other aspects of society. Usually offered every fall.

Prerequisite for General Education credit: ARTH-100G or HIST-100G or PHIL-105G.

PHYS-330 Classical Mechanics (3) Vector analysis. Newton's laws and dynamics of particles. Harmonic oscillator. Conservative systems. Gravitational forces and potential. Central fields and the motions of planets and satellites. Relativity. Elements of mathematical physics. Usually offered every fall. *Prerequisite:* MATH-223, which may be taken concurrently, PHYS-110, or permission of instructor.

PHYS-350 Electricity and Magnetism (3) Electrostatics, potential theory, magnetic fields, Faraday and Ampere's laws, dielectric magnetic media, and Maxwell's equations. Usually offered every spring. *Prerequisite:* MATH-223 and PHYS-210.

PHYS-370 Modern Physics (3) Electrons, protons, and structure of matter: a historic view. The Rutherford-Bohr atom and elements of quantum mechanics and their applications to atomic, nuclear, and solid state physics. Usually offered every spring. *Prerequisite:* PHYS-200, PHYS-205, or PHYS-210, or permission of instructor.

PHYS-390 Independent Reading Course in Physics (1-6) *Prerequisite:* permission of instructor and department chair.

PHYS-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

PHYS-490 Independent Study Project in Physics (1-6) *Prerequisite:* permission of instructor and department chair.

PHYS-491 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate and Advanced Undergraduate Courses

PHYS-530 Mechanics (3) Newtonian dynamics; Hamilton's principle and Lagrange's equations; central force motion; rigid body dynamics; oscillating motion; Hamilton's equations and phase space; Hamilton-Jacobi equation. Usually offered every fall. *Prerequisite:* PHYS-330.

PHYS-540 Experimental Physics (3) Lectures and Laboratory. Selected experiments to accompany advanced undergraduate and core graduate courses in mechanics, electricity and magnetism, acoustics, optics, and modern physics. Students plan and complete experiments that fit their background and previous training. Usually offered every spring. *Prerequisite:* PHYS-330, PHYS-350, and PHYS-370 or permission of instructor.

PHYS-550 Electromagnetic Waves (3) Maxwell's equations and electromagnetic waves, reflection and refraction, interaction of light with matter, interference phenomena, and Huygen-Kirchoff diffraction theory. Fresnel and Fraunhofer diffraction, grating, and optical instruments. Offered irregularly. *Prerequisite:* PHYS-350.

PHYS-565 Basic Concepts in Statistical Physics (3) Statistical description of matter. Distribution functions, phase space, ensembles, statistical interpretation of thermodynamics, effects of quantization, and Maxwell-Boltzman, Fermi-Dirac, and Bose-Einstein statistics. Usually offered alternate springs. *Prerequisite:* PHYS-350.

PHYS-570 Introduction to Quantum Mechanics (3) Wave mechanics, Schrodinger equation, potential barriers and poten-

tial wells, harmonic oscillator, operators, eigenfunctions, eigenvalues, degeneracies, angular momentum, hydrogen atom. Usually offered every fall. *Prerequisite:* PHYS-370.

PHYS-590 Independent Reading Course in Physics (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

PHYS-630 Mechanics I (3) Newton's laws of motion. Variational principles and Lagrange's equations. The two-body central force problem. Scattering in a central force field. Kinematics of rigid body motion. The rigid body equations of motion. Methods of solving rigid body problems. Usually offered alternate falls. *Prerequisite:* PHYS-530.

PHYS-631 Mechanics II (3) Small oscillations. Hamilton equations of motion. Canonical transformations: integral invariants, symmetry principles, and infinitesimal transformations. Liouville's theorem. Hamilton-Jacobi theory and wave mechanics. Lagrange and Hamilton formulations for continuous systems. Usually offered alternate springs. *Prerequisite:* PHYS-630.

PHYS-650 Electromagnetic Theory I (3) Electrostatics: experimental laws, Gauss's and Green's theorems, and Poisson and Laplace equations. Magnetostatics: Law of Biot and Savart, Ampere's Law, and vector potential. Time-varying fields: Faraday's law, Maxwell's equation, and Poynting's theorem. Radiating systems: Lienard-Wiechert potentials, multipole fields, and wave scattering. Usually offered alternate falls. *Prerequisite:* PHYS-550.

PHYS-651 Electromagnetic Theory II (3) Einstein's two postulates; Lorentz transformations; Thomas precession; invariance of electric charge and covariance of electrodynamics; relativistic Hamiltonians and Lagrangians; Darwin and Proca Lagrangians; conservation laws and motion in uniform fields; and scattering and absorption of radiation by a bound system. Usually offered alternate springs. *Prerequisite:* PHYS-650.

PHYS-670 Quantum Mechanics I (3) Experimental background to quantum mechanics. Schroedinger equation, eigenfunctions and eigenvalues, one-dimensional problems, WKB approximations, general principles of wave mechanics, central potentials, hydrogen atom, and scattering. Usually offered every fall. *Prerequisite:* PHYS-570, which may be taken concurrently.

PHYS-671 Quantum Mechanics II (3) General formalism of quantum theory; angular momentum and spin; identical particles and stationary perturbations; time-dependent perturbation theory, and variational method. Usually offered alternate springs. *Prerequisite:* PHYS-670.

PHYS-690 Independent Study Project in Physics (1-6) *Prerequisite:* permission of instructor and department chair.

PHYS-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

PHYS-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

PHYS-780 Research Seminar in Physics (3-6) Topics vary by section, may be repeated for credit with different topic. Various

topics in advanced physics. Offered irregularly. *Prerequisite:* permission of instructor.

PHYS-795 Research Training Seminar (1-6)

PHYS-797 Master's Thesis Seminar (1-6)

PHYS-799 Doctoral Dissertation Seminar (1-6)

Psychology

Undergraduate Courses

PSYC-105/PSYC-105G Psychology: Understanding Human Behavior 4:1 (3) Survey of the social bases of behavior and the individual foundations of group and social behavior. The concepts and methodologies of psychology in such areas as social learning, motivation, personality, sex similarities and differences, and abnormal behavior. The interaction between the individual and social institutions is emphasized. Usually offered every term.

PSYC-115/PSYC-115G Psychology as a Natural Science 5:1 (3) Through lectures and computer exercises, students are introduced to the many experimental questions addressed in psychology (e.g., biological bases of behavior, conditioning and learning, perception, drug use and abuse) as well as to the specific methods used in psychological research and the general research approaches used in science. Usually offered every term. *Prerequisite:* completion of the University Mathematics Requirement or concurrent enrollment in a mathematics or statistics course that has MATH-15x Finite Mathematics as a prerequisite.

PSYC-200/PSYC-200G Behavior Principles 5:2 (3) The experimental analysis of behavior (EAOB) systematically relates a behavior's probability to its consequences (reinforcement and punishment). Principles derived from the EAOB are used to explain simple animal learning, stimulus control, behavioral sequences and patterning, verbal and other complex human behavior, and emotion. Issues raised by a behavioral approach to human conduct are discussed. Usually offered every term. *Prerequisite for General Education credit:* PSYC-115G.

PSYC-205/PSYC-205G Social Psychology 4:2 (3) The processes of social thinking, such as the attribution of causality and the relation of attitudes to behavior; social influence, such as conformity, obedience, and persuasion; and social relations, including aggression, altruism, prejudice, and attraction. Focus on the individual in social settings. Research methods are emphasized. Usually offered every term. *Prerequisite for General Education credit:* PSYC-105G or SOC-150G.

PSYC-215/PSYC-215G Abnormal Psychology and Society 4:2 (3) Focuses on behavior labeled as abnormal by society. Abnormal behavior as a function of the individual's interaction with social institutions (family, school, legal system, mental-health system, etc.). Introduction to the major concepts, theories, and issues of abnormal psychology. Usually offered every term. *Prerequisite for General Education credit:* PSYC-105G or JLS-100G.

PSYC-220/PSYC-220G The Senses 5:2 (3) An introductory discussion of why things appear as they do. Investigation of our perceptual experiences—their origins, refinements, interpretations, and applications. Discussion of scientific theory and research on the senses. Usually offered every term. *Prerequisite for*

General Education credit: BIO-110G or PHYS-100G or PHYS-105G or PHYS-110G or PSYC-115G.

PSYC-230/ PSYC-230G Theories of Personality 2:2 (3) Students explore and critically compare four major approaches to understanding uniqueness in human behavior, emotion, and thought: holistic, dynamic, learning, and trait/biological. Class debates, exercises, and a paper help students use these theories to understand their own and others' personalities. Usually offered every term. *Prerequisite for General Education credit:* GOVT-105G or HIST-100G.

PSYC-240/PSYC-240G Drugs and Behavior 5:2 (3) This introduction to psychoactive drugs and their effects includes an overview of general physiology, neurochemistry, and pharmacology as well as a survey of the basic physiological, pharmacological, and behavioral effects of drugs. The course focuses on the etiology and consequences of addiction and dependence. Critical evaluation of research methodology in drug assessment is stressed. Usually offered every term. *Prerequisite for General Education credit:* PSYC-115G or BIO-100G or CHEM-100G.

PSYC-300 Cognitive Psychology (3) This course provides an overview of cognitive psychology and addresses attention, pattern recognition, perception, memory, language, and thinking. The so-called higher mental processes are studied through discussion of current empirical research, and through classroom demonstrations and development of pilot projects. Usually offered alternate springs. *Prerequisite:* PSYC-115 or permission of instructor.

PSYC-315 Self-Management (3) Principles of cognitive-behavioral self-control for achievement of personal goals. Self-management research is reviewed in weight loss, studying, self-esteem, giving up smoking, drug addiction, depression, time management, and enjoying oneself. Students conduct self-modification projects in group settings. Usually offered alternate falls. *Prerequisite:* PSYC-105 and PSYC-215, or PSYC-230, or permission of instructor.

PSYC-318 Fundamentals of Human Neuropsychology (3) Concerned primarily with the structure, organization, and function of the human brain and the manner in which it produces thoughts, feelings, movement, perceptions, language, and memories. Explores normal brain functioning as well as neurological disorders. Of particular value to students interested in cognition, psychopathology, neurology/medicine, and linguistics. Usually offered alternate falls. *Prerequisite:* PSYC-115 or permission of instructor.

PSYC-320 Women and Mental Health (3) This course focuses on women's functioning. Includes theories of the personality of women, common adjustment problems faced by women, and emotional problems prevalent in women. Usually offered alternate springs. *Prerequisite:* PSYC-105.

PSYC-325 Neurobiological Bases of Behavior (3) Introduction to the biological bases of behavior. Includes basic neurophysiology (activation of neurons and communication among cells); the basic organization of the nervous system; the role of the brain in receiving stimuli; and the neurobiology of motivated behavior, learning, and behavior disorders. Usually offered

alternate falls. *Prerequisite:* PSYC-115 or permission of instructor.

PSYC-333 Health Psychology (3) An exploration of how psychological theories and techniques can minimize unnecessary morbidity and premature mortality. Behavioral, cognitive, and affective targets for primary and secondary prevention efforts are identified from epidemiological theory and research. Ways in which psychological methods can contribute to provision of outpatient and inpatient medical services. Usually offered every spring. *Prerequisite:* PSYC-105 or permission of instructor.

PSYC-335 Psychology of Religion (3) Classic and contemporary views of religion from a psychological perspective. Review of research methodologies as well as major theorists including Freud, Jung, James, Rizzuto, Erikson, Otto, Girgensohn, Allport, Fromm, and Maslow. Usually offered alternate springs.

PSYC-345 Community Psychology (3) The community rather than the individual is the subject and client in community psychology. Psychological techniques are combined with flexible research designs and concrete measures to find and document effective and cost-effective solutions to socio-political problems such as energy conservation, delinquency, homelessness, traffic safety, health promotion, and unemployment. Usually offered alternate springs. *Prerequisite:* one introductory and two additional psychology courses.

PSYC-350 Child Psychology (3) Introduction to development from infancy through adolescence. Emphasis on theory and research in normal development: genetics, growth, and maturation; sensation and perception; motivation; cognitive and social functioning. Usually offered every term. *Prerequisite:* PSYC-105 or PSYC-115 or permission of instructor.

PSYC-360 The Evolution of Behavior (3) Approaches to the study of animal and human behavior with emphasis on the explanation of these behaviors in light of ecology and evolution. Includes aggression, language, sex differences, intelligence, development, learning, and instinct. Usually offered every spring. *Prerequisite:* PSYC-115 or PSYC-105 or permission of instructor.

PSYC-370 Learning and Behavior (3) Research and theory in animal learning. Covers classical and instrumental conditioning. Ethology and biological constraints on learning. Usually offered alternate falls. *Prerequisite:* PSYC-115 or permission of instructor.

PSYC-385 Human Memory (3) This course explores how human memory works. Both theoretical and empirical work on sensory memory, short- and long-term remembering, rehearsal, forgetting, different types of memories, and memory tests. The latter part of the course concentrates on issues of current interest. Usually offered alternate springs. *Prerequisite:* PSYC-115 or permission of instructor.

PSYC-390 Independent Reading Course in Psychology (1-6) *Prerequisite:* permission of instructor and department chair.

PSYC-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

PSYC-410 Judgment and Decision Making (3) Considers human behavior by examining judgment and decision making.

Judgment behavior includes predictions based on probability, such as weather forecasting. Decision making involves choosing between two or more alternative behaviors with unknown outcomes. Examines how people should and do make judgments, judgmental accuracy, and models of choice behavior. Usually offered alternate springs. *Prerequisite:* STAT-202 or permission of instructor.

PSYC-415 Psychology of Music (3) This interdisciplinary course focuses on the cognitive processing of music—how it is sensed, perceived, remembered, and interpreted at both micro and macro levels. Includes music therapy, performance anxiety, developmental and cross-cultural perspectives, and neurological aspects. Meets with PERF-415. Offered irregularly. *Prerequisite:* PERF-120 or equivalent music experience and two psychology courses.

PSYC-420 Adolescent Psychology (3) Study of adolescence as a period of transition. Includes research and theory on hormonal, emotional, social, and cognitive development in adolescence. The influence of peer pressure, need for self-individuation, and problems of adolescence are also considered. Usually offered alternate springs. *Prerequisite:* PSYC-105.

PSYC-425 Psychology of Eating Disorders and Obesity (3) The study of theory, research, diagnosis and treatment as it pertains to nutrition, dieting, exercise, body image, obesity, anorexia nervosa and bulimia nervosa. Usually offered alternate springs. *Prerequisite:* PSYC-105 or PSYC-115.

PSYC-430 Human Sexual Behavior (3) Basic physiological knowledge, sex education, sexual myths, premarital and marital sexual behavior, homosexuality, pornography, etc. Emphasis on psychological aspects of sex and sexuality. Usually offered every fall.

PSYC-433 Research Design and Methods: Social Science Psychology Research (4) Introduces basic principles of psychological measurement and research design. Explains methods of identifying and developing reliable and valid psychological tests and behavioral observation systems. Reviews experimental and correlational research designs, as applied to social science areas of psychology (e.g. psychotherapy outcome research). Usually offered every fall. *Prerequisite:* STAT-202, and either PSYC-105 or PSYC-115

PSYC-440 Social Psychological Approaches to Clinical Issues (3) Examines applications of social psychology to clinical psychology. Includes using social psychology to understand disorders such as depression; applying social psychology to treatment issues, such as persuading people to remain in therapy; and considering diagnosis as a problem in social cognition. Usually offered alternate falls. *Prerequisite:* PSYC-205 or permission of instructor.

PSYC-450 Psychology of Well-Being (3) An overview of the theory, research, and applications in the psychology of well-being. Includes self-esteem, relationships and intimacy, competence and achievement, crisis and loss, and meaning and values in life. Usually offered every spring. *Prerequisite:* PSYC-105 or PSYC-115.

PSYC-456 Controversial Issues in Psychology (3) A seminar that considers some of the fundamental ideas in psychology

through reading and discussion. Usually offered every spring. *Prerequisite:* permission of instructor.

PSYC-470 Introduction to Clinical Psychology (3) The focus is on two major activities of clinical psychologists: assessment and clinical intervention (psychotherapy and program models). Also includes the functions, history, training, and ethics of the profession. Usually offered alternate falls. *Prerequisite:* PSYC-105 or PSYC-115, and either PSYC-215 or PSYC-230.

PSYC-480 Research Design and Methods: Experimental Psychology (4) Data and research methods in core areas of psychology. Review of experimental design. Individual and group experiments. Usually offered alternate springs. *Prerequisite:* STAT-202, and PSYC-105 or PSYC-115.

PSYC-490 Independent Study Project in Psychology (1-6) *Prerequisite:* permission of instructor.

PSYC-491 Internship (1-3) Practical experience in a professional setting in the metropolitan area for advanced psychology majors. *Prerequisite:* permission of instructor and department chair.

PSYC-497 Topics in Psychology (3) Topics vary by section, may be repeated for credit with different topic. Each section is an intensive course in a specialized area of psychology, such as community psychology, social and clinical judgement, and psychology of infancy. Usually offered every term. *Prerequisite:* three psychology courses, junior standing and permission of instructor.

PSYC-498 Senior Thesis Seminar (3) May be repeated for credit. Students participate in research under the supervision of individual faculty (which should be arranged before enrolling). The proposal, analysis, and conclusions of this research are discussed among other students as well as with departmental faculty. Honors students are required to take two semesters. Usually offered every term. *Prerequisite:* permission of instructor.

Graduate and Advanced Undergraduate Courses

PSYC-501 Physiological Psychology (3) Anatomical and physiological substrata of behavior. Usually offered alternate springs. *Prerequisite:* two psychology courses, and junior or graduate standing.

PSYC-502 History and Systems of Psychology (3) Philosophical and scientific background of modern psychology and contemporary problems of theory construction. Usually offered alternate falls. *Prerequisite:* PSYC-115 and senior standing.

PSYC-505 Advanced Personality Psychology (3) Examines contemporary research in personality psychology, focusing on expectancies, motivation, self-concept, and genetic and environmental influences on personality development. Gender and cultural issues are considered, as are applications of personality psychology in the study of mental and physical health. Usually offered alternate springs. *Prerequisite:* graduate standing or permission of instructor.

PSYC-513 Neuropsychopharmacology: The Biochemistry of Behavior (3) Following an overview of central nervous system physiology, this class gives a detailed examination of the range of neurotransmitters involved in neural communication and modulation. Each neurotransmitter is described in the context of its biochemistry, distribution, pharmacology, and involvement in both

normal and abnormal behavior. Usually offered every fall. *Prerequisite:* graduate standing or permission of instructor.

PSYC-514 Industrial/Organizational Psychology (3) Application of psychological principles to the field of work. Includes selection, training, evaluation, leadership, motivation, decision making, job attitudes and satisfaction, organizational structure and theory, and human factors. Usually offered alternate falls. *Prerequisite:* two psychology courses and one statistics course.

PSYC-518 Advanced Human Neuropsychology (3) Explores the empirical, anatomical, and theoretical aspects of clinical and cognitive human neuropsychology. Includes object and face recognition; spatial perception; voluntary action; language (oral, writing, and reading comprehension, word and sentence processing, speech production); problem-solving and calculation; memory; and dysfunctions (i.e., agnosias, apraxias, amnesias, and aphasias) illustrated with clinical case studies. Usually offered every fall. *Prerequisite:* permission of the instructor.

PSYC-521 Ethnic and Minority Issues in Psychology (3) A review of ethnic and minority issues as they relate to testing, psychotherapy, research, and other aspects of scientific and professional psychology. Usually offered alternate falls. *Prerequisite:* graduate standing or permission of instructor.

PSYC-530 Conditioning and Learning (3) Seminar for advanced graduate students in psychology. Advanced analysis of operations and principles developed through the systematic study of classical and operant conditioning. Usually offered alternate springs. *Prerequisite:* PSYC-200 or PSYC-370 or graduate standing or permission of instructor.

PSYC-533 Cognitive Behavior Therapy (3) This seminar examines critically the cognitive revolution in behavior therapy. We review the theoretical basis, clinical procedures, and empirical status of several major forms of cognitive behavior therapy, which share the premise that maladaptive thinking is at the core of psychological distress. Usually offered alternate springs. *Prerequisite:* graduate standing or permission of instructor.

PSYC-540 Advanced Social Psychology (3) Psychological factors in human social behavior. Examination of research literature with emphasis on design and methodology. Theoretical problems in social behavior and current trends in experimentation. Usually offered alternate springs. *Prerequisite:* graduate standing or permission of instructor.

PSYC-545 Psychology of Sex Similarities and Differences (3) Examines the ways that the behavior of males and females are comparable by examining the psychological literature to understand what biological and social-cultural factors influence these behaviors. Considers what conclusions can be drawn from the existing data and what types of research should be done to further knowledge of gender issues. Usually offered alternate springs. *Prerequisite:* graduate standing or permission of instructor.

PSYC-550 Psychological Research (3) An in-depth examination of experimental design and methods of conducting research in clinical, social, experimental, and bio-psychology. Usually offered every fall. *Prerequisite:* PSYC-480 or graduate standing or permission of instructor.

PSYC-551 Psychopathology: Theory and Research (3) Case-study seminar on psychopathological behavior. Focus on

symptoms and syndromes from conflict/stress-defense model. Usually offered every spring. *Prerequisite:* graduate standing or permission of instructor.

PSYC-555 Improving Human Services (3) To measure, monitor, and maximize the effectiveness and cost-effectiveness of mental health treatment, substance abuse programs, and other human services, concrete strategies are presented for collecting, analyzing, presenting and using data on resources, procedures, processes, and outcomes. Readings are augmented with case studies and findings from evaluations by the faculty and students. Usually offered alternate falls. *Prerequisite:* undergraduate: PSYC-105 and STAT-202; graduate: permission of instructor.

PSYC-560 Advanced Child Psychology (3) Current theoretical and research issues in child psychology. Areas of emphasis include socialization, affective development, and cognitive development. Students, from their readings and discussion, critically analyze existing data and formulate questions for further investigation. Usually offered alternate falls. *Prerequisite:* graduate standing or permission of instructor.

PSYC-570 Behavioral Medicine (3) Acquaints students with psychological theory, research, and practical techniques for maintaining health, preventing dysfunctions, and remediating health problems. Includes cognitive-behavioral techniques for cardiovascular risk reduction (smoking, obesity, stress, diet), exercise enhancement, time management, adherence to medical regimens, and problems with nervous, respiratory, gastrointestinal, and musculoskeletal systems. Usually offered every summer. *Prerequisite:* PSYC-105, PSYC-115 and permission of instructor, or graduate standing in psychology or health fitness management.

PSYC-575 Human Cognition (3) After a short review of the field in general this course focuses on some specific issues, both theoretical and applied, that are of current interest in areas such as attention, perception, human memory, and thought processes. Usually offered alternate springs. *Prerequisite:* graduate standing or permission of instructor.

PSYC-585 Advanced Human Memory (3) The primary emphasis is on present day memory research with a brief review of a century of theoretical and empirical work in this area. Issues of current interest such as different kinds of memory, nonverbal memory, autobiographical memory, and several intriguing phenomena that continue to puzzle psychologists. Usually offered alternate springs. *Prerequisite:* permission of instructor.

PSYC-590 Independent Reading Course in Psychology (1-6) *Prerequisite:* permission of instructor and department chair.

PSYC-597 Topics in Psychology (3) Topics vary by section, may be repeated for credit with different topic. Each section is an intensive course in a specialized area of psychology. Usually offered every term. *Prerequisite:* permission of instructor.

PSYC-598 Neuroscience Seminar (3) Topics vary by section, may be repeated for credit with different topic. Examination of neuroscience issues through articles, texts, and group presentations. The course extends the foundations established in the core curriculum and demonstrates their application to cutting edge and controversial research. Usually offered every term. *Prerequisite:* graduate standing or permission of instructor.

Graduate Courses

PSYC-609 Ethics and Professional Practices (3) Theoretical and conceptual questions and social problems in the area of ethics and professional practice. Ethical standards, codes, and legislation of psychologists and related professions, and ethical problems of community mental health are examined. *Prerequisite:* permission of instructor.

PSYC-618 Principles of Neuropsychological Assessment (3) Introduces theoretical and empirical principles of neuropsychological assessment. Emphasis on developing skills of behavioral and cognitive observation coupled with an understanding of the underlying functional organization of the human nervous system. Students study representative tests and, in the laboratory and/or in supervised clinical settings, practice their administration, scoring, and interpretation. Usually offered alternate falls. *Prerequisite:* PSYC-518, PSYC-633 and permission of instructor. *Note:* may be taken pass/fail only.

PSYC-630 Psychotherapy: Theory, Research, and Practice (3) A survey of research literature relevant to the therapist, the client, the relationship and process of psychotherapy. Major theoretical orientations and techniques are reviewed. Usually offered every fall.

PSYC-633 Psychological Assessment I (3) Introduces students to basic principles of psychological assessment. Emphasizes conceptual issues much more than practical applications, though substantive psychological research is used to illustrate the concepts. Helps students learn how to critically evaluate, and contribute to, knowledge regarding measurement of psychological functioning. Usually offered every fall.

PSYC-652 Assessment of Intellectual Function and Personality (3) A review and close examination of major intelligence and personality tests including their theoretical base and psychometric qualities. Major focus is on practical issues of administration, scoring and interpretation of tests such as the WAIS-R, WISC-III, Rorschach, and TAT. Usually offered every fall. *Prerequisite:* admission to clinical psychology doctoral program.

PSYC-680 Experiential Psychotherapy Practicum I (3) Interviewing techniques and practice in skills related to counseling psychotherapy by systematic exposure to critical elements in interviews through supervision and guided observation. Usually offered every fall. *Prerequisite:* permission of instructor. *Note:* may be taken pass/fail only.

PSYC-681 Experiential Psychotherapy Practicum II (3) Continuation of PSYC-680. Usually offered every spring. *Prerequisite:* permission of instructor. *Note:* may be taken pass/fail only.

PSYC-690 Independent Study Project in Psychology (1-6) *Prerequisite:* permission of instructor and department chair.

PSYC-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

PSYC-698 Directed Research (3-6) May be repeated for credit. May not be used in place of PSYC-796, PSYC-797, PSYC-798, or PSYC-799. Usually offered every term.

PSYC-710 Behavior Therapy Practicum I (3) Review of behavior therapy and cognitive-behavioral techniques. Supervision and co-therapy in application of techniques. Usually offered every

spring. *Prerequisite:* admission to clinical psychology doctoral program. *Note:* may be taken pass/fail only.

PSYC-711 Behavior Therapy Practicum II (3) Review of behavior therapy and cognitive-behavioral techniques. Supervision and co-therapy in application of techniques. Usually offered every term. *Prerequisite:* admission to clinical psychology doctoral program. *Note:* may be taken pass/fail only.

PSYC-791 Psychodynamic Psychotherapy Practicum I (3) Usually offered every fall. *Prerequisite:* permission of instructor. *Note:* may be taken pass/fail only.

PSYC-792 Psychodynamic Psychotherapy Practicum II (3) Usually offered every spring. *Prerequisite:* permission of instructor. *Note:* may be taken pass/fail only.

PSYC-796 Master's Thesis Seminar (3)

PSYC-797 Master's Thesis Research (1-3) *Prerequisite:* PSYC-796.

PSYC-798 Doctoral Dissertation Seminar (3)

PSYC-799 Doctoral Dissertation Research (1-9) *Prerequisite:* PSYC-798.

Public Administration

Undergraduate Courses

PUAD-260 Administrative Politics (3) An introduction to American public administration and the executive branch of government. Emphasis on the politics of administration and on the relationship of the bureaucracy with clientele groups, Congress, the White House, and the public. Usually offered every term.

PUAD-343 Governmental Management (3) An introduction to the theory and practice of managing governmental agencies at the national level. Concentrates on administrative structures and processes. Examines the development of the federal bureaucracy and the potential for change in future directions on administration, hiring, and programs. Usually offered every fall. *Prerequisite:* GOVT-110 or GOVT-120.

Graduate and Advanced Undergraduate Courses

PUAD-560 Intergovernmental Relations (3) The political, fiscal, and administrative relationships which help to shape the complex intergovernmental system. Federal, state, local, and other jurisdictions are examined concerning their effect on intergovernmental systems. Usually offered once a year. *Prerequisite:* GOVT-120 or GOVT-110 for undergraduates.

PUAD-590 Independent Reading Course in Public Administration (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

PUAD-010 Introduction to Experiential Education and the Learning Community (0) An introduction to the concepts of experiential education. The group learning process is used to acquaint students with the core learning philosophy of the AU/NTL program. It includes an introduction to the learning community and the program. Usually offered every spring and summer. *Note:* required orientation for AU/NTL M.S. in Organization Development. No credit given toward degree requirement. Must be taken pass/fail.

PUAD-600 Introduction to the American Political System (1)

The foundations of the American democratic system, the role of government in the United States, and the contending forces in American national governmental policymaking. Demonstrates to students from other countries the differences between the nature of American government at the national level and other governments. Usually offered every term.

PUAD-601 Methods of Problem Solving I (3) The use of analytical techniques to solve problems in policy analysis and public administration. Defining problems, choosing appropriate techniques, and understanding the limits of quantitative approaches. Usually offered every term.

PUAD-602 Methods of Problem Solving II (3) Continuation of PUAD-601. Students improve their ability to analyze and solve public problems using analytical techniques. Usually offered every term. *Prerequisite:* PUAD-601.

PUAD-603 Policy Formation (3) Explores the role of government in a democracy and examines various techniques for analyzing public policy and different approaches to the study of public policy formation. Analyzes the roles and relationships of individuals, groups, and government and non-government institutions on the formation of public policy. Also, utilizes the American governmental process, as a case study in public policymaking, to illuminate the theory and dynamics of the policy formulation process. Usually offered every spring.

PUAD-604 Public Program Evaluation (3) Introduction to the elements of policy and program analysis for public program managers. Normative criteria for program evaluation; systematic strategies for assessing and measuring the effects of program elements and policy changes; and logic and limitations. Usually offered every fall.

PUAD-606 Foundations of Policy Analysis (3) Distributional effects, externalities, and the role of risk and uncertainty in policy analysis. Criteria for choice, normative roles for analysis, and using information and social welfare criteria in making policy decisions. Usually offered every fall.

PUAD-607 Economics and Politics of Public Policy (3) Applies basic normative and positive theories of public policy learned in PUAD-606 to specific policy areas, including social welfare and regulatory policies. Includes environmental policy, education, welfare, health care, EEO and discrimination, transportation, cable TV, and drug policy, depending on student interests. Usually offered every spring. *Prerequisite:* PUAD-606.

PUAD-608 Comparative Administrative Systems (3) An examination of governmental administrative systems in Europe, North and South America, Asia, and Africa. The focus is on these institutions as subsystems of national and international economic and political systems. The emphasis is on the comparative analysis of administration in capitalist industrialized nations, socialist nations, and the Third World. Usually offered every spring.

PUAD-609 Policy Implementation (3) Examines how law and public policy, as expressed in statutes, are transformed into operating programs administered by bureaucracies. The goal of the course is to demonstrate the critical importance of the processes and structures of implementation in determining the outputs and outcomes of public policy. Usually offered every spring.

PUAD-610 Management Analysis (3) Students analyze management issues in large-scale systems and study major management practices such as re-engineering and the New Public Management. Also includes performance standards and measurement, strategic planning, street-level bureaucracy, problems of implementation and compliance, and information management. Capstone course for the M.P.A. core; synthesizes overall subject matter and helps prepare students for the comprehensive examination. Usually offered every term.

PUAD-611 Government and Non-Profit Informatics (3) The use of information technology in public service organizations. Includes basic concepts and terminology, government and non-profit applications, the systems approach to organizational processes, database concepts, web-engineering, decision support, user involvement, methodologies for developing operating systems, and future trends. Usually offered once a year.

PUAD-612 Public Administration in the Policy Process (3) The networks of accountability that public service managers utilize to build support for their programs, and the basic organization and management concepts that guide the work of public service managers. Includes the history and development of public administration, administrative reform, agency culture, comparative public administration, the meaning of public service and public trust, and normative ethical standards and judgement. Usually offered every spring and summer.

PUAD-613 Administration of International Programs (3) Organizational and administrative problems of program management in an interdependent world. The administration of government programs in developing countries and the management of international organizations. The effects of development programs and the consequences of alternative management strategies. Usually offered every fall.

PUAD-614 Development Management (3) The problems of administering public programs in developing countries and the methods by which development projects are carried out. For foreign students who will be returning to developing countries as well as for Americans interested in international administration. Usually offered every spring.

PUAD-615 Contract and Grant Management (3) The acquisition of public services through other parties. Government contract focus, with attentional attention given to grants, business-government partnerships, and non-profit delivery systems. Political, managerial, legal, financial, and ethical issues; processes for deciding when to contract and how to monitor the performance of parties involved. Usually offered once a year.

PUAD-616 Legal Basis of Public Administration (3) The judicial and legislative oversight of public service managers; administrative procedures and rule making; managerial liability; legal requirements of administrative systems; public employment and labor law; merit system law; international human rights law; constitutional constraints on public service managers; and standards of ethics based in the law. Usually offered every term.

PUAD-617 Project Management (3) Fundamental concepts of project management for carrying out discrete operations in government agencies, non-profit organizations, or private sector organizations providing public services. Project design, planning,

scheduling, systems engineering, cost estimation, innovation, and processes for conducting high-risk operations in risk-adverse environments. Usually offered once a year.

PUAD-618 Management Workshop (3) Topics vary by section, may be repeated for credit with different topic. Professional training in management skills such as group and personal interaction and effective speaking. Along with other designated workshops, laboratories, and institutes, the course satisfies the management-skills requirement in the M.P.A. program. Usually offered every term.

PUAD-620 Public Marketing and Strategic Communication (1.5) Principles of marketing and strategic communication used by government agencies to identify features of government performance relevant to citizens; market government services; bring about changes in citizen behavior; and enhance the image of government agencies. The conceptual and theoretical framework for developing communication campaigns aimed at advancing public policy. Also includes marketing techniques such as focus groups and surveys to identify the causes of social behavior as well as citizen preferences and needs. Usually offered every spring. *Prerequisite:* admission to the Key Executive Program.

PUAD-621 Executive Management (3) Based on the profession of public administration and relevant contributions from the business world, this course provides instruction in the principles of managing programs, projects, and other large-scale organizational activities. Classical and modern approaches to executive management are analyzed in areas including planning, organizing, staffing, program implementation, evaluation, and control. The different characteristics of government organizations are emphasized, along with the constraints that these create for public executives and the ways they can respond. Usually offered every fall. *Prerequisite:* admission to the Key Executive Program.

PUAD-622 Leadership for Key Executives (3) Focusing on the leadership skills of each member of the class, this course is designed to sharpen the capabilities of key executives to lead and manage other personnel. Key executives examine their own managerial style, methods of communication, techniques of motivation, delegation of work, and approaches to group leadership. Class exercises are used to illustrate research findings from the behavioral sciences. Usually offered every fall. *Prerequisite:* admission to the Key Executive Program.

PUAD-623 Executive Problem Solving (3) In this course key executives study the methods for gathering and analyzing information in ways that lead toward more effective and accurate decisions. Specific techniques for analyzing public policies and evaluating agency performance are examined. During this course each key executive develops a prospectus for analyzing a program or activity within his or her own agency. Usually offered every summer. *Prerequisite:* admission to the Key Executive Program.

PUAD-624 Budgeting and Financial Management (3) The use of the executive budget as a device for management planning and control is the focus of this course on public financial management. Key executives develop their skills in understanding different budgetary systems, the elements of budget review and execution, and various strategies and tactics employed by participants in the

budgetary process. Usually offered every fall. *Prerequisite:* admission to the Key Executive Program.

PUAD-625 Analysis and Evaluation Practicum (3) Key executives apply the principles taught in the program to administrative policy issues within their own agencies. Under the guidance of individual faculty advisors, participants conduct their own research, develop a written analysis of their findings, and participate in an oral defense of the methodology, conclusions, and implications of their projects. May be repeated for credit, but not within the same term. Usually offered every term. *Prerequisite:* admission to the Key Executive Program.

PUAD-626 Legal Issues in Public Administration (3) This course deals with the legal basis of government authority and the ways in which legal processes authorize yet limit executive action. Using statute and case law, key executives study the delegation of legislative power, rule-making, administrative appeals, and judicial review. Attention is focused on the legal issues in which key executives are most likely to become involved. Usually offered every spring. *Prerequisite:* admission to the Key Executive Program.

PUAD-627 Politics, Policymaking, and Public Administration (3) Key executives examine the relationship of the legislative process, congressional oversight, and EOP/OMB review and approval to the administration of government policy. They study response to pressure groups, clientele groups, and the general public. Executives also address their relationship to political executives, the political basis of government organization, and the difficulties of interagency coordination. Usually offered every fall. *Prerequisite:* admission to the Key Executive Program.

PUAD-628 Executive Skill Modules (1-2) Topics vary by section, may be repeated for credit with different topic. Participation in this program sequence is designed to improve the practical skills that top-level executives use on their jobs. Among the modules available to participants are computer literacy for executives, executive speaking, effective writing, and executive health and fitness. Usually offered every fall and summer. *Prerequisite:* admission to the Key Executive Program.

PUAD-629 Symposium on Executive Management (2) This course focuses on the integration of the public executive role with the work of the organization from the macro, or institutional, perspective. As the capstone course, it focuses on the perspectives of executive management effectiveness that emerge from the four Key Executive Program study tracks. Usually offered every spring. *Prerequisite:* admission to the Key Executive Program.

PUAD-630 Public Managerial Economics (3) Microeconomic theory as a framework for understanding the problems of public managers. Resource scarcity, consumer behavior, production, cost, economics of efficient management, operation of product markets under competition and monopoly, labor markets, market failure, and public goods. Usually offered every term.

PUAD-631 Financing Government Services (3) The theory and practice of public finance and revenue administration with emphasis on state and local government. Applied tax administration and managing other revenue sources: cash management and investing government funds, risk management, debt management including general obligation revenue bonds, user charges

and intergovernmental grants. Usually offered every fall. *Prerequisite*: PUAD-630 or equivalent.

PUAD-632 Budget and Cost Analysis (3) Analysis of budget proposals, cost estimation, performance budgeting, cost-benefit analysis, cut-back management, reducing the cost of government, pricing public services, and basic government accounting. Usually offered every other year.

PUAD-633 Financial Aspects of Public Management (3) An introduction to the fundamentals of financial aspects of public management. Includes public sector budgeting and budgetary processes, budget execution and control, financial administration, financial statements and accounting, reporting and auditing systems, user fees, pricing public services, and debt. Usually offered every year.

PUAD-634 Acquisition Management (1.5) Provides students with the requisite understanding to exercise leverage in both the award and administration phases of the acquisition cycle. How to influence outcomes that further programmatic goals in support of public policy objectives. Basic rules, regulations, laws, and directives and ethical considerations are covered with respect to both competitive and sole source acquisitions. Usually offered every spring. *Prerequisite*: admission to the Key Executive Program.

PUAD-635 Capital Project Analysis and Financing (3) Economic and fiscal analysis as applied to capital projects. Assessing economic and social benefits of projects with multi-year costs and benefits, structuring project financing, capital market considerations, cost-benefit analysis, financial and fiscal impact analysis, project planning and siting, and analysis of actual projects. *Prerequisite*: PUAD-630 and PUAD-633.

PUAD-636 Strategic Fiscal Planning (3) How to analyze the financial health of state and local governments and other public organizations and develop remedies for financial problems. Financial condition is related to expenditure, revenue, and borrowing decisions; the economic base and needs of the community; capital markets; public employees; and the overall economic system. Usually offered every spring. *Prerequisite*: two courses in public financial management.

PUAD-637 Public Managerial Macroeconomics (3) An introduction to macroeconomic theory and applications as a basis for understanding the financial environment of public management. Basic models for short- and long-run forecasting of revenue and expenditures. The business cycle and political theories for explaining fiscal patterns at the federal, state, and local levels. Credit markets, interest rates, and debt management. Offered irregularly. *Prerequisite*: PUAD-630 or equivalent.

PUAD-638 Human Resource Management for Executives (1.5) How executives exercise discretion in the application of human resource policy to enhance organizational effectiveness. Subjects covered include labor/management relations, merit-based staffing, performance management, employee selection, EEO, employee relations, and other workplace issues. Usually offered every spring. *Prerequisite*: admission to the Key Executive Program.

PUAD-639 Ethics for Public Managers (1.5) Explores ethical philosophy and its implications for executive action and decision making. Includes conceptions of the public trust, conflicting inter-

ests, ends and means, deception, personal integrity, work place civility, and the need for government to keep its promises. Using case studies, students examine the ethical implications of alternative courses of action. Usually offered every spring. *Prerequisite*: admission to the Key Executive Program.

PUAD-640 Leadership (3) This course deals with significant theories of leadership and human motivation that have shaped current applications in human resources. Emphasis is on those aspects of humanistic psychology most applicable to individual and group behavior in management. Usually offered every term. *Prerequisite*: admission to the M.S. in Organization Development or Human Resource Management program.

PUAD-641 Methods of Problem Solving (3) An introduction to quantitative methods of analysis and problem solving. Students learn about different applications to training and organization development such as assessing training needs, evaluation designs, and survey techniques. Usually offered every term. *Prerequisite*: admission to the M.S. in Organization Development or Human Resource Management program.

PUAD-642 Organization Dynamics (3) This course focuses on the structure and dynamics of organizations as complex systems. It emphasizes the interaction of social, technological, and environmental factors such as economics, politics, and market dynamics with an organization's operational functions. Includes organizations as dynamic open systems, organizational design and structure, contingency theories of organization, conflict and coordination in organizations, and the relationship of the individual and the organization. Usually offered every term. *Prerequisite*: admission to the M.S. in Organization Development or Human Resources Management program.

PUAD-644 Interventions in Organizational Development (3) This course looks at a number of theories of change, including resistance to change. The course provides opportunities to understand and to experience large system interventions, which help to facilitate transformative change. Students work with the latest technologies to help bring about change in organizations and communities. Usually offered every spring and summer. *Prerequisite*: admission to the M.S. in Organization Development program.

PUAD-646 Consultation Skills (3) This course provides students with the opportunity to practice consultation with Ifocal clients. Students develop their skills in client contact, contracting, diagnosis, intervention, feedback and follow-up, team building, and the delivery of services to a client, and become clearer about their own consultation style and level of expertise. Usually offered every term. *Prerequisite*: admission to the M.S. Organization Development program.

PUAD-648 Group Theory and Facilitation (3) This course develops training skills and understanding of the basic theories of laboratory education and group dynamics. Each student diagnoses his or her training style and its effectiveness; learns about needs assessment techniques; develops design skills; and tests his or her diagnostic skills. Usually offered every term. *Prerequisite*: admission to the M.S. Organization Development or Human Resource Management programs.

PUAD-649 Studies in Human Resource Management (1-3) Topics vary by section, may be repeated for credit with different topic. Rotating topics including international human resource development; conflict resolution for human resource development; and building effective work teams for human resource development. Usually offered every term. *Prerequisite:* admission to the M.S. Organization Development program.

PUAD-650 Leadership in a Changing Workplace (3) Students develop their leadership style and capacity. Includes supervision, motivation, team-building, group dynamics, communication skills, conflict resolution, effective work relationships, employee development, and diversity. Usually offered every term.

PUAD-652 Facilitation and Team Development (3) Strategies from the behavioral sciences that are used to improve the effectiveness of individuals, teams, and organizations. Includes data collection and feedback, group process observation, team building, conflict management, and professional issues. Usually offered every fall.

PUAD-653 The Individual and the Organization (3) This course focuses on three major frameworks for understanding productive and dysfunctional behaviors in organizations: the behavioral, B.F. Skinner; the psychoanalytic, Sigmund Freud and Carl Jung; and the humanistic, Carl Rogers. Students have an opportunity to apply these theories to their own lives and work situations. Usually offered every spring.

PUAD-654 Organization Diagnostics and Change (3) Alternative theories and methods of intervention designed to bring about effective organization change. Students develop skills by applying theories and models to organization cases. Usually offered every spring. *Prerequisite:* PUAD-650 or equivalent.

PUAD-655 Managing Labor Management Relations (3) Understanding the rules governing labor management relations in the public sector in order to make lawful strategic and tactical decisions. Applying the rules to create and manage labor management relationships that maximize government productivity, public satisfaction, and employee fulfillment. Usually offered every spring.

PUAD-656 Managing Diversity (3) Focuses on the challenges managers face as they learn to work creatively and effectively with a diverse, multicultural workforce. The dimensions of diversity and people who are different, and the ways to become a more innovative and appropriate manager of difference are examined and explored. Usually offered every summer.

PUAD-657 Management Consulting Research and Measurement (3) Systematic research methods for identifying organizational realities, discovering root causes of organizational difficulties, and designing a performance improvement agenda. Organizational research design, data collection and analysis, presentation of findings, evaluation of results, and use of standardized instruments for diagnosis, training, learning, and consulting. *Prerequisite:* PUAD-601.

PUAD-658 Managing Conflict (3) This course addresses the dynamics of conflict in organizations at three levels: interpersonal, work group, and inter-group. The origins, manifestation, and evolution of conflict in organizations are examined. Classes intersperse experiential activities with discussions of cases and

theory. Participants develop skills, knowledge, strategies, and self-awareness to use in diagnosing and managing conflicts at work. Usually offered every fall. *Prerequisite:* one foundation-level course in organization development or equivalent.

PUAD-665 Human Resource Management Strategies (3) Policies and managerial processes for dealing with governmental personnel, including staffing, personnel development, classification, performance appraisal, equal employment opportunity, and labor-management relations. Usually offered every fall.

PUAD-674 Practicum Research Project (3) Focus on an organizational problem in human resource development, and using techniques (qualitative or quantitative or both) in organizational diagnosis, intervention and change, and evaluation. Students work under the guidance of a faculty mentor. Usually offered every term. *Prerequisite:* admission to the M.S. Organization Development program.

PUAD-675 Organization Analysis and Strategies (3) An introduction to planning theory; an overview of efforts at governmental planning in the United States; an analysis of the techniques used to develop and implement organizational planning and control systems; and an examination of individual and group resistance to planning and the implications of this for public administration. Usually offered every term. *Prerequisite:* admission to the M.S. Organization Development program.

PUAD-677 Introduction to Organizational Development (3) The practice of organizational development. Students are given an overview of the theory, terminology, and literature of organizational development, learn about various diagnostic and intervention tools, and have the opportunity to plan for the application of what they have learned in their own organizations. Usually offered every term. *Prerequisite:* admission to the M.S. in Organization Development program.

PUAD-679 Studies in Human Resource Development (1-3) Topics vary by section, may be repeated for credit with different topic. Rotating topics, including labor relations for human resource development; organizational diagnosis and intervention for human resource development; personnel administration for human resource development; and institute on group and personal interaction for human resource development. Usually offered every term. *Prerequisite:* admission to the M.S. Organization Development program.

PUAD-680 The Nonprofit Sector (3) Characteristics of nonprofit organizations, their environments, and their interactions with governmental and market-based institutions. Diversity of environments, roles in civil society, missions, and organizational structures, as well as ethical, legal, and governance issues. Usually offered every fall.

PUAD-681 Managing Nonprofit Organizations (3) The application of management theories and practices in nonprofit organizations. Establishment and sustainability of nonprofit organizations, strategic management principles, organizational structures and processes, multiple funding sources and their impact on budget decisions, staff/board relationships, human resource practices, use of volunteers, accountability systems, and methods for determining organizational effectiveness. Usually offered every spring.

PUAD-686 Urban Politics and Administration (3) The structure of local government for conducting political and administrative business. Political machines, the reform movement, citizen participation, decentralization, urban bureaucracy, agency-client relations, intergovernmental relations, and metropolitan governance. Usually offered every spring.

PUAD-687 Urban Management (3) Council-manager relationships, work force staffing and development, the budget and community goals, ethical issues, management control, and external and regional effectiveness. Usually offered every spring.

PUAD-690 Independent Study Project (1-6) *Prerequisite:* permission of instructor and department chair.

PUAD-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

PUAD-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

PUAD-710 Seminar in Public Administration (3) Topics vary by section, may be repeated for credit with different topic. An analysis of the various factors that contribute to the overall performance of the executive branch of government. Topics vary, but the course concentrates on the design of research and critical examination of works in the field. Usually offered every term. *Prerequisite:* admission to Ph.D. program or permission of instructor.

PUAD-799 Doctoral Dissertation Seminar (1-12)

Religion

Undergraduate Courses

REL-105/REL-105G The Religious Heritage of the West 2:1 (3) The contribution of religion to Western civilization. The eastern Mediterranean roots of Western religions, the emergence of Christianity in the Greco-Roman world, and the rise of Islam. The mature religious synthesis of Medieval Europe. Modern secularism's challenge to this tradition. Usually offered every term.

REL-170 Introduction to the New Testament (3) Literary, historical, and theological study of the New Testament. Particular attention to Jesus, Paul, and the development of the Christian movement. Usually offered alternate falls.

REL-185/REL-185G Forms of the Sacred: Religions of the East 3:1 (3) An introduction to the method of studying the history of religions. A brief survey of primal religions and Judaism and Christianity provides a basis for comparative analysis of the major Eastern religions: Hinduism, Buddhism, Chinese religion, Shinto, and Islam. Usually offered every term.

REL-210/REL-210G Asian and African Religious Traditions 3:2 (3) The religious traditions of South Asia, East Asia, and sub-Saharan Africa. How these religious traditions function as systems of symbols, how they interact with both indigenous religious traditions (in Asia) and external religious traditions (Islam and Christianity), and how they respond to modernization and imperialism. Usually offered every term. *Prerequisite for General Education credit:* ANTH-110G or RELG-185G.

RELG-220/RELG-220G Religious Thought 2:2 (3) Religion and religion's role in life. Beginning with modern approaches to the study of religion, this course examines religious ways of de-

fining the human situation, the quest for salvation, wholeness, and transcendence, and the problem of speaking about the divine within the terms of modern culture. Usually offered every term. *Prerequisite for General Education credit:* ARTH-100G or RELG-105G.

RELG-370 Islam (3) Hundreds of millions of people adhere to Islam, sometimes described as the world's fastest growing religion. Students examine historical origins, Prophet Muhammad, Qur'an, and other formative elements underlying the modern Muslim situation. Meets with RELG-670. Usually offered alternate falls.

RELG-371 Topics in Jewish Religion (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics on the chief religious themes of Judaism, major Jewish religious thinkers of the past such as Rashi or other rabbinical scholars, or issues such as the role of mysticism in Judaism. Meets with RELG-671. Usually offered every spring.

RELG-372 Religion in America (3) A survey of America's religions beginning with Christianity and Judaism and continuing through contemporary developments of Islam and Buddhism. The course also examines Native American religions, Puritanism, Mormonism, Catholicism, AME, Seventh Day Adventism, and Freemasonry. Field trips to sites in Washington, D.C. Meets with RELG-672. Usually offered every spring.

RELG-373 Hinduism (3) This amazingly vital, age-old religion has more than once extended its influence as a religion of truly worldwide significance. Origins, early literature, and main expressions of Hinduism (including Yoga, Bhakti, and cult of the Divine Mother) are presented. Meets with RELG-673. Usually offered alternate springs.

RELG-386 Topics in Religious Discussion (3) Topics vary by section, may be repeated for credit with different topic. Examination of important problems, thinkers, and issues in classical and contemporary religious thought. Topics have included liberation theology, religion in the African Diaspora, Hispanic spiritual traditions, and spirit possession and trance. Meets with RELG-686. Offered irregularly.

RELG-390 Independent Reading Course in Religion (1-6) *Prerequisite:* permission of instructor and department chair.

RELG-490 Independent Study Project in Religion (1-6) *Prerequisite:* permission of instructor and department chair.

RELG-498 Honors Project in Religion (3-6) *Prerequisite:* permission of department chair and university honors director.

Graduate and Advanced Undergraduate Courses

RELG-590 Independent Reading Course in Religion (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

Note: Courses at the 600 level generally meet with courses at the 300 level. Registration at the 600 level implies graduate-level assignments and higher expectations regarding performance.

RELG-670 Islam (3) Hundreds of millions of people adhere to Islam, sometimes described as the world's fastest growing religion. Students examine historical origins, Prophet Muhammad, Qur'an, and other formative elements underlying the modern

Muslim situation. Meets with RELG-370. Usually offered alternate years.

RELG-671 Topics in Jewish Religion (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics on the chief religious themes of Judaism, major Jewish religious thinkers of the past such as Rashi or other rabbinical scholars, or issues such as the role of mysticism in Judaism. Meets with RELG-371. Usually offered every spring.

RELG-672 Religion in America (3) A survey of America's religions beginning with Christianity and Judaism and continuing through contemporary developments of Islam and Buddhism. The course also examines Native American religions, Puritanism, Mormonism, Catholicism, AME, Seventh Day Adventism, and Freemasonry. Field trips to sites in Washington, D.C. Meets with RELG-372. Usually offered every spring.

RELG-673 Hinduism (3) This amazingly vital, age-old religion has more than once extended its influence as a religion of truly worldwide significance. Origins, early literature, and main expressions of Hinduism (including Yoga, Bhakti, and cult of the Divine Mother) are presented. Meets with RELG-373. Usually offered alternate springs.

RELG-686 Topics in Religious Discussion (3) Topics vary by section, may be repeated for credit with different topic. Examination of important problems, thinkers, and issues in classical and contemporary religious thought. Topics have included liberation theology, religion in the African Diaspora, Hispanic spiritual traditions, and spirit possession and trance. Meets with RELG-386. Offered irregularly.

RELG-690 Independent Study Project in Religion (1-6) *Prerequisite:* permission of instructor and department chair.

Study Abroad

Note: For more information consult the World Capitals Program Office at 202-895-4900. Please see departmental course listings for other World Capitals Programs courses.

Undergraduate Courses

SABD-300 Paris Semester (1-9) Through American University's program in Paris students take a French language and civilization course at the Sorbonne. Students at the elementary, intermediate, or advanced level increase their skills in spoken and written French. Usually offered every spring.

SABD-301 Paris-Sorbonne Semester (1-9) Through American University's program in Paris students take selected conference courses at the Sorbonne on various topics dealing with French society, culture, civilization, art, politics, etc. All courses are taught by native French speakers and are conducted entirely in French. Usually offered every spring.

SABD-306 Copenhagen Semester (1-3) In cooperation with the Denmark's International Study Program at the University of Copenhagen, students may take courses in a range of subjects. These courses, taught by European professors, are supplemented by extensive field trips. Usually offered every term.

SABD-310 Buenos Aires Semester (3) Students in American University's World Capitals program may enroll in selected

courses offered by the University of Belgrano in Buenos Aires. Usually offered every fall.

SABD-320 Rome Semester (3) Students in American University's World Capitals program may enroll in selected courses offered by The American University of Rome. Usually offered every term.

SABD-340 Prague Semester (3) Students in American University's World Capitals program may enroll in selected courses offered by Charles University in Prague. Usually offered every term.

SABD-350 Jerusalem Semester Students in American University's World Capitals program may enroll in courses offered by Hebrew University's Rothberg International School in Jerusalem. Usually offered every spring.

SABD-360 Madrid Semester Students in American University's World Capitals program may enroll in courses offered by the University Alcalá in Madrid. Usually offered every spring.

SABD-370 Moscow Semester Students in American University's World Capitals program enroll in courses offered in Moscow. Usually offered every fall.

SABD-390 Study Abroad: Independent Reading (3-6) *Prerequisite:* permission of instructor and dean or director.

SABD-391 Study Abroad: Internship (1-6) Internship placements providing direct involvement in international organizations including banks, multinational corporations, research institutes, media, and educational organizations. Placements complement the student's major or minor program objectives or serve as an elective. *Prerequisite:* permission of instructor and dean or director.

SABD-490 Study Abroad: Independent Study (3-6) *Prerequisite:* permission of instructor and dean or director.

SABD-495 Beijing Semester (1-6) Students have the opportunity to take courses at the University of China in intensive Chinese language (Mandarin), Chinese economy, history, culture, and society. Usually offered every fall.

Graduate Courses

SABD-640 Prague Semester (3) Students in American University's World Capitals program may enroll in selected courses offered by Charles University in Prague. Usually offered every term.

SABD-690 Study Abroad Independent Study (1-6) *Prerequisite:* permission of the World Capitals Program director and the student's academic advisor.

SABD-691 Study Abroad: Internship (1-6) Internship placements providing direct involvement in international organizations including banks, multinational corporations, research institutes, media, and educational organizations. Placements complement the student's graduate curriculum and provide hands-on experience in the professional world. *Prerequisite:* permission of the World Capitals Program director and the student's academic advisor.

SABD-695 Beijing Semester (1-6) Students have the opportunity to take courses at the University of China in intensive Chinese language (Mandarin), Chinese economy, history, culture, and society. Usually offered every fall.

International Service

Undergraduate Courses

SIS-105/SIS-105G World Politics 3:1 (3) Patterns of conflict and cooperation in a rapidly-changing world. The primary focus is on concepts and theories which provide a framework for analyzing and understanding contemporary issues. The course examines the behavior of states and other international actors, seeks to explain foreign policies, and identifies the main characteristics of interaction among states. Usually offered every term.

SIS-110/SIS-110G Beyond Sovereignty 3:1 (3) The role of the sovereign state in a world of complex interdependence and the tension between nationalism and the necessity of cooperative global problem solving. Is the state becoming obsolete? Is global policy possible in such areas as environmental protection, resource management, and containment of the destructiveness of modern weapons? Usually offered every term.

SIS-140/SIS-140G Cross-Cultural Communication 3:1 (3) Examines the impact of culture on perception, thought patterns, values, and beliefs in order to better understand the behavior of individuals in different cultures. Specific concerns include cross-cultural conflict and negotiation; the relationship between dominant cultures and subcultures; the issues of race, gender, and class in various societies; and the dynamics of cross-cultural adjustment. Usually offered every term.

SIS-161 Civilizations of Asia 3:1 (3) Comparative study of the major historical, political, and cultural traditions of Chinese, Japanese, Indian, and Southeast Asian peoples. Usually offered every term.

SIS-206 Introduction to International Relations Research (3) Introduction to scientific method, data gathering, research design, statistical analysis, and computer applications for international relations and comparative studies research. The course is designed for the beginning student and employs a hands-on approach. The course also develops the analytical skills students need as active consumers of research findings. Applications are geared to research projects to be encountered in subsequent SIS courses. Usually offered every term.

SIS-210/SIS-210G Human Geography: Peoples, Places, and Cultures 3:2 (3) A topical investigation of the interrelationships between human institutions and their surrounding environment. Provides a systematic spatial perspective to the interaction between physical, cultural, ecological, economic, and political systems on both local and global scales. Usually offered every term. *Prerequisite for General Education credit:* ECON-110G or ANTH-110G.

SIS-215/SIS-215G Competition in an Interdependent World 3:2 (3) Economic competitiveness is a major contemporary issue, not only for the major powers, but also for newly industrializing countries and for developing nations. The forces affecting international competition and competitiveness are discussed through an examination of both domestic issues (debt, deficit, innovation, trade, education) and international issues, both political and economic. Usually offered every term. *Prerequisite for General Education credit:* SIS-105G or SIS-110G or GOVT-130G.

SIS-220/SIS-220G Confronting Our Differences/ Discovering Our Similarities: Conflict Resolution 3:2 (3) This course on conflict resolution examines our interdependent world and fosters greater intercultural awareness and communication. It encourages students to explore their own sense of identity, attitudes and behavioral choices, and how they affect and are affected by differences and similarities encountered with others. The course employs experiential learning activities. Usually offered every fall. *Prerequisite for General Education credit:* ANTH-110G or ECON-110G or SIS-110G or SIS-140G or SOCY-110G.

SIS-245/SIS-245G The World of Islam 3:2 (3) The "inner dynamic" of Islamic culture and an inside look at the workings of Islamic society—a society seen as a whole with its own characteristic inner force and propellant. Original readings illustrating the Islamic paradigm and discussion of the complex relationship among reform, renewal, and fundamentalism stemming from this paradigm. Usually offered every fall. *Prerequisite for General Education credit:* ANTH-110G or RELG-185G.

SIS-250/SIS-250G Civilizations of Africa 3:2 (3) By concentrating on African societies and states, ancient and modern, the course aims to create a greater understanding of, and empathy with, the Africans: the diversity, history, culture, accomplishments, and problems of the people and their continent; and the interaction of their culture with Islam and the West. Usually offered every term. *Prerequisite for General Education credit:* ECON-110G or LIT-150G or HIST-120G or SOCY-110G.

SIS-255/SIS-255G China, Japan and the United States 3:2 (3) A multidisciplinary introduction to China and Japan that explores the history, culture, social structure, literature, art, politics, economics, and foreign relations of these important countries. Particular attention is paid to the context of East Asian international relations. Usually offered every term. *Prerequisite for General Education credit:* SIS-140G or GOVT-130G or RELG-185G.

SIS-258 Contemporary Russia (3) Russia's contemporary political culture and its historical, economic, geographic, and social roots. Usually offered every fall.

SIS-264 Contemporary Middle East (3) The Middle East's contemporary political culture and its historical, economic, geographic, and social roots, with special attention to the Arab world. Usually offered every term.

SIS-265 Contemporary Africa (3) Africa's contemporary political culture and its historical, economic, geographic, and social roots, with special attention to Africa south of the Sahara. Usually offered every term.

SIS-276 Contemporary Latin America (3) Major political, social, and economic change in Latin America, its foundations, factors accelerating and impeding it, and prospects and trends. Usually offered every term.

SIS-301 Theories of International Politics (3) Major trends in recent thought, including systematic and behavioral modes of analysis. Problems of explanation and theory building in social sciences with special reference to international studies. Usually offered every fall.

SIS-308 Introduction to Peace and Conflict Resolution (3) Conflict and violence, as well as cooperation and peaceful

change, within and among individuals, cultures, and systems. Effective means for diminishing the level of violence, for increasing the potential for non-exploitative cooperative coexistence, and for collaborative conflict resolution are explored. Usually offered every term.

SIS-311/SIS-311G Santiago Semester I 3:2 (4) Contemporary Chile: Politics, Economics and Society Part of the World Capitals Semester in Santiago, this seminar focuses on the changing nature of Chile and its move from military to civilian government and the implications of this on policy and society. Includes civil-military relations; issues of professional and political armed forces; human rights and the search for justice and reconciliation; political parties and coalitions; economic development; "sharing the wealth;" the Green Movement; the role of women in a changing society; the newly independent media and the search for truth; and the Catholic Church. Usually offered every spring. *Prerequisite for General Education credit:* SOCY-110G.

SIS-312 Santiago Semester II (4) Contemporary Chile: Politics, Economics and Society Continuation of SIS-311. Usually offered every spring.

SIS-314 Santiago Semester Internship (4) With a strong working knowledge of Spanish, students may enroll in a two-day-per-week internship. Placements include banks, multi-national corporations, research organizations, the media, and educational institutions. Academic oversight of the internship includes class discussions and written assignments. Usually offered every spring.

SIS-321 International Law (3) Institutions of international politics, with emphasis on the nature and function of international law. Usually offered every term.

SIS-322 Human Rights (3) This course examines human rights as a global concern in terms of the following: the role of human rights in foreign policy; cultural and ideological perspectives; regional human rights systems; world resources, hunger, poverty, and refugees; and the effects of modernization and development on human rights. Usually offered every spring.

SIS-325 International Organization (3) Institutions of international politics, with emphasis on the nature and functions of international organization. Usually offered every term.

SIS-328 Approaches to Peacemaking (3) The theory, history, and methodologies of four approaches to peacemaking: peace through nonviolent action for social change, peace through world order (laws and organizations), peace through collaborative problem solving, and peace through personal and social transformation. Usually offered every fall.

SIS-331 Overview of the European Union (3) The European Union and its institutions, historical roots, the variety of its political scenery, the unity of its different cultures, and the strength of its economy—in brief, comprehending the European identity. Usually offered every term.

SIS-337 International Development (3) An introduction to international development divided into three sections: development theories, development assistance, and structural adjustment. In each section a variety of approaches are analyzed, and students are expected to be able to discuss the basic assumptions of each

approach and the policy prescriptions that would logically follow from these assumptions. Usually offered every term.

SIS-338 Environment and Development (3) This course is an overview of the multidisciplinary field of environment and development. It explores development-related "root causes" of Third World natural resource depletion including poverty, inequality, population growth, faulty prices and markets, and other micro, sectoral, and macro development policies. The course also looks at innovative policy responses to environment and development. Usually offered every fall.

SIS-340 Foundations of International Communication (3) The sociology, psychology, and anthropology relevant to the transmission of ideas, perceptions, and feelings between and within cultures. Communication models, perceptions theories, cultural contacts, technological change, public opinion, propaganda, and logic system. Usually offered every term.

SIS-341 Intercultural Communication (3) The primary focus of this course is on the dynamics of intercultural communication as it relates to interpersonal interactions across cultural boundaries. The course looks at cultural differences in verbal and non-verbal communication patterns, interpersonal relationship development, and intercultural adaptation processes. Usually offered every term. *Prerequisite:* SIS-140 (may be taken concurrently).

SIS-342 Nationalism, Public Culture, and New Democracies in Southern Africa (3) Part of the World Capitals Southern Africa program, this course examines different cultural groups with relation to their impact on society, the significance of larger and smaller ethnic groups, and the impact of Christianity, western education, and modernization. Usually offered every fall.

SIS-343 Globalization and Regional Development in Southern Africa (3) Part of the World Capitals Southern Africa program, this course examines the development of the nations of Southern Africa and their interrelationship, in particular the emergence of the Southern Africa Development Community. Includes the shaping of democracies, ethnicity and nationalism, and the dual goals of political freedom and economic development. Usually offered every fall.

SIS-344 Environmental Policy in Southern Africa (3) Part of the World Capitals Southern Africa program, this course examines the treatment of the environment in the developing states of Southern Africa. It focuses on the effects of modernization on wildlife, air and water quality, and the environmental impact of poverty. Usually offered every fall.

SIS-345 Justice and Conflict Resolution in Southern Africa (3) Part of the World Capitals Southern Africa program, this course examines conflict resolution principles as they have been applied in South Africa during the transition from apartheid, with focus on the Truth and Reconciliation Commission, urban renewal, and township development. Usually offered every fall.

SIS-346 Southern Africa Semester Internship (3) Internships in governmental and non-governmental organizations in Cape Town, South Africa. Usually offered every fall.

SIS-349 Selected Topics in International Communication (3) Topics vary by section, may be repeated for credit with different topic. Cross-cultural problems of communication, research tech-

niques in international communication, and the role of the media in cross-cultural communication. Usually offered every term.

SIS-350 Honors Colloquium in International Studies (3)

Topics vary by section, may be repeated for credit with different topic. A colloquium experience for University Honors students. Focuses on emerging topics in comparative and regional studies, international communication, international development, international economic policy, international peace and conflict resolution, international politics, and United States foreign policy. Usually offered every term. *Prerequisite:* admission to the University Honors Program.

SIS-355 The Relations of West European Nations (3) World War II diplomacy as it affected Europe's postwar position, and the origins and development of the cold war in Europe. French and West German foreign policy and East-West diplomacy relating to Germany from World War II to the present; European unity with emphasis on the European Union; U.S.-European relations and issues of European security. Usually offered every spring.

SIS-359 Russia and Central Eurasia in World Affairs (3) Analysis of relations between the Commonwealth of Independent States and its border areas. The historical and current place of Russia and the Commonwealth in world affairs. Usually offered every spring.

SIS-364 Modern Islam (3) The nineteenth century Islamic reform movements in the Middle East and North Africa and the twentieth century neofundamentalist militant movements. The conflict between these movements and the forms of secular nationalism that developed during the same period. The impact of the Islamic movements on societies oriented toward Westernization and nationalism. Usually offered every spring. *Prerequisite:* SIS-245.

SIS-365 Arab-Israeli Relations (3) Sequel to SIS-264. A survey of Arab-Israeli relations from their origins to the present. Includes an account of Zionism and Palestinian nationalism, the history of the British mandate, the Arab-Israeli wars, the involvement of external powers, and the quest for peace. The emphasis is on conflict resolution. Usually offered every spring.

SIS-366 Asian Power Rivalries (3) International politics from Asian perspectives, with particular attention to complex relationships between China, the Soviet Union, India, and Japan. Usually offered every fall.

SIS-371 Germany in Europe and the World (3) Part of the World Capitals Semester in Berlin, this course examines the changing role of Germany regionally and internationally since the end of World War II, with special emphasis on post-1989 developments. It analyzes the factors that shape Germany's foreign options and obligations, including domestic politics, geo-politics, history, political culture, intergovernmental and transnational linkages in Europe and beyond. Usually offered every fall.

SIS-372/SIS-372G Brussels Seminar 3:2 (4) Part of the World Capitals Semester in Brussels, this course covers the entire spectrum of United States-West European political, economic, and security relations. Includes NATO, United States-West European economic and trade relations, the Commonwealth of Independent States and problems of European security, Europe and the Third World, West European demographics, social and indus-

trial relations, and employment policies. Usually offered every term. *Prerequisite for General Education credit:* SIS-105G or SIS-110G or SIS-140G or GOVT-130G.

SIS-373/SIS-373G Madrid Seminar 3:2 (4) Part of the World Capitals Semester in Madrid, this course covers the politics, economy, culture, society, and foreign relations of Spain. Includes cultural norms of the Spanish family, the history of Spanish culture and thought, the impact of the European Common Market, Spain's foreign policy, the role of the monarchy in Spanish political life, regionalism and its significance today, the roles of major political parties, and the capacity for long-range development planning. Usually offered every spring. *Prerequisite:* second semester sophomore standing or above and two years of college Spanish. *Prerequisite for General Education credit:* SIS-110G or GOVT-130G.

SIS-374/374G Buenos Aires Semester: Argentina's Social and Political Evolution 3:2 (3) A survey of the political, economic, and social developments in Argentina, including historical antecedents and a comparison of Latin America and the United States. The colonial period, independence, organization, territorial integration, and immigration, the republics, and economic and constitutional reforms. Course includes analysis of the different social and political processes, readings from magazines and newspapers of the period, and intensive field work. Offered only in Buenos Aires at the Universidad de Belgrano as part of the World Capitals Program. Usually offered every fall. *Prerequisite for General Education credit:* SIS-140G or GOVT-130G or SOCY-110G.

SIS-375/SIS-375G Berlin Seminar: Contemporary Germany: Politics and Economy 3:2 (3) Part of the World Capitals Semester in Berlin, this course provides students with an overview of the economy and politics of the Federal Republic since unification. Topics include political culture, state institutions, the party system, fiscal and monetary policy, the welfare state, the job market, and banking and finance. *Prerequisite for General Education credit:* SIS-105G or SIS-110G or GOVT-130G.

SIS-376 Brussels Semester Internship (4) Internships of 16 to 20 hours each week in one of several multinational and international organizations based in Brussels under the supervision of the resident professor.

SIS-377 Madrid Semester Internship (4) Internships of 16 to 20 hours each week in one of several multinational and international organizations based in Madrid under the supervision of the resident professor. Usually offered every spring. *Prerequisite:* second semester sophomore standing or above and two years of college Spanish.

SIS-378/378G Buenos Aires Semester: Contemporary Latin American History 3:2 (3) An overview of Latin American history since the beginning of the twentieth century. Examines the balance of world powers, European expansion, the influence of the United States, and entrance into the international market. Includes the impact of the world wars, the Cold War, Communism, Fascism, and revolutionary movements. The political role of the military, repression, guerrilla groups, and constitutional and social reform. Offered only in Buenos Aires at the Universidad de Belgrano as part of the World Capitals Program. Usually offered

every fall. *Prerequisite for General Education credit:* SIS-140G or GOVT-130G or SOCY-110G.

SIS-381 Foreign Policies of the Great Powers (3) Analysis of the historical evolution and contemporary development of the foreign policies of the United States and the former Soviet Union, including the role of China in the foreign policy of each. Emphasis is on the interaction of the policies and behavior of the major powers. Usually offered every fall.

SIS-382 The Analysis of United States Foreign Policy (3) Approaches to the study of American foreign policy processes and decision making; the role of the president, the bureaucracy, the Congress, and public opinion. Attention to U.S. relations with select countries and regions. Usually offered every term.

SIS-383 United States-Russian/Eurasian Security Relations (3) Addresses the relations between the United States and Russia, the Soviet Union and its successor states, focusing on the security aspects of those relations. The course primarily covers the evolution of security relations from the Bolshevik Revolution to the present. Usually offered every term.

SIS-384 American Defense and Security Policy (3) United States national security policy formulation, including organizational politics, NSC systems, state and defense departments, the intelligence community, defense budgeting, weapons acquisition, and executive-legislative relations. Usually offered every spring.

SIS-385 United States Foreign Economic Policy (3) Major factors and issues in U.S. international economic relations in terms of trade-offs between political and economic priorities; emphasis on U.S. international trade, finance, development, energy, and investment policies. Usually offered every term. *Prerequisite:* ECON-100.

SIS-388 International Environmental Politics (3) Focuses on the political dimensions of transboundary ecological problems. Examines contemporary political responses to global environmental challenges and facilitates creative formulations of theory-based analyses of these challenges. Experiential approaches are also encouraged and emphasized. Usually offered every spring. *Prerequisite:* SIS-105 or SIS-110 or GOVT-130.

SIS-389 Selected Topics in Policy Analysis (3) Topics vary by section, may be repeated for credit with different topic. Analysis of topics in public policy, with special attention to diplomatic, security, economic, or environmental policies. Usually offered every term.

SIS-390 Independent Reading Course in International Relations (1-6) *Prerequisite:* permission of instructor and SIS undergraduate studies office.

SIS-391 Internship in International Affairs (1-12) Direct involvement in policymaking through participation in a government agency or nongovernmental organization. *Prerequisite:* permission of internship coordinator and SIS undergraduate studies office.

SIS-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of SIS undergraduate studies office and Cooperative Education office.

SIS-400 Senior Seminar in International Relations (3) Topics vary by section, may be repeated for credit with different topic. A capstone experience for SIS majors. Designed to facilitate inte-

gration of knowledge in the international relations field. Development and oral defense of significant research projects. Usually offered every term. *Prerequisite:* senior standing in SIS, or permission of instructor.

SIS-461 AU-Ritsumeikan Exchange (1-6) Topics vary by section, may be repeated for credit with different topic. Course constitutes key element in American University-Ritsumeikan University (in Kyoto, Japan) exchange program. Usually offered every term. *Note:* Consult SIS undergraduate office.

SIS-462 AU-Korea University Exchange (1-6) Topics vary by section, may be repeated for credit with different topic. Course constitutes key element in American University-Korea University (in Seoul, Korea) exchange program. Usually offered every term. *Note:* Consult SIS undergraduate office.

SIS-465 International Trade and Investment Relations (3) The major contemporary foreign trade and international investment policy issues confronting the United States. Geographic and functional issues are analyzed in both economic and political terms. Usually offered every fall. *Prerequisite:* SIS-385 or ECON-311.

SIS-466 International Monetary and Financial Relations (3) The major contemporary monetary, financial, and energy policy issues confronting the international economic order and the United States. Problems are analyzed in both economic and political terms. Usually offered every spring. *Prerequisite:* SIS-385 or ECON-311.

SIS-471, SIS-472 International Environment and Development Seminar I (4), II (4) Focusing on policy and the relationship of the models of development and environmental problems, the seminar links the world of the policymaker with that of the academic theorist. The theme of the seminar is: What do we mean by development, and how do we get there while preserving the planet? Usually offered every fall and spring. *Prerequisite:* permission of Washington Semester Program; must be taken concurrently.

SIS-473 International Environment and Development Practicum (4) This field experience during the final three weeks of the semester begins with seminars in the capital city with government officials, scholars from local universities, nongovernmental groups and foreign assistance organizations. Students travel throughout the country examining innovative programs now under way to create sustainable development alternatives. Students travel to Africa in the fall semester and to Costa Rica in the spring semester. Usually offered every fall and spring. *Prerequisite:* permission of Washington Semester Program.

SIS-474 International Environment and Development Internship (4) While in Washington students engage in a two-day-per-week internship providing direct experience in an environmental and/or development organization. Usually offered every fall and spring. *Prerequisite:* permission of Washington Semester Program.

SIS-486, SIS-487 Peace and Conflict Resolution Seminar I (4), II (4) Explores conflict, peacemaking, and conflict resolution from various perspectives and prepares students with conflict resolution and change skills to participate actively and creatively in building a global society based on peace, justice, and nonviolent

resolution of conflicts. Usually offered every fall and spring. *Prerequisite:* permission of department.

SIS-488 Peace and Conflict Resolution Research Project (4) Students write an in-depth research paper on a topic related to peace and conflict resolution. Research skills, analysis, written skills, and originality are emphasized. Usually offered every fall and spring. *Prerequisite:* permission of department.

SIS-489 Peace and Conflict Resolution Internship (4) Provides students with first-hand experience in organizations directly involved in a variety of peacemaking and social change efforts. Usually offered every fall and spring. *Prerequisite:* permission of department.

SIS-490 Independent Study Project in International Relations (1-6) *Prerequisite:* permission of instructor and SIS undergraduate studies office.

SIS-491, SIS-492 International Politics and Foreign Policy Seminar I (4), II (4) Semester devoted to United States foreign policy formulation and implementation. Systematic study of foreign policy emphasizes qualitative analysis and employs quantitative methods as appropriate. Students participate in seminars, workshops, on-site observation, and meet with foreign policymakers and influencers from government, media, and other private-sector organizations. Usually offered every term. *Prerequisite:* junior standing and permission of the coordinator of the foreign policy semester.

SIS-493 International Politics and Foreign Policy Research Project (4) Usually offered every term. *Prerequisite:* junior standing and permission of the coordinator of the foreign policy semester.

SIS-497 International Politics and Foreign Policy Internship (4) Usually offered every term. *Prerequisite:* junior standing and permission of the coordinator of the foreign policy semester.

SIS-498 Senior Honors (3) Usually offered every term.

Graduate and Advanced Undergraduate Courses

SIS-501 Special Institute in International Affairs (1-6) Topics vary by section, may be repeated for credit with different topic. Selected topics dealing with cutting edge issues in international affairs. Usually offered every summer.

SIS-504 Multinational Corporations (3) The structure and functions of multinational corporations in the global system and their developmental effect on other actors. Usually offered every term.

SIS-513 Computer Applications in International Relations Research (3) An introduction to using the Web for research and publishing materials on the Web. Includes Web-programming techniques and case studies related to vital international relations issues such as trade, the environment, and preventive diplomacy. Student papers are posted on the Web as part of a virtual conference at the end of the semester. Usually offered every term. *Prerequisite:* SIS-206 or SIS-600.

SIS-514 Spirituality and Global Politics (3) Examines the application of spirituality to global politics with particular emphasis on how modalities of faith and belief which transcend narrowly sectarian concerns promote peace and conflict resolution. Includes the historical significance of faith and belief on contempo-

rary issues in global politics, content and process of spirituality, and consciousness in social action. Usually offered alternate springs.

SIS-515 Islamic Peace Paradigms (3) The ideal of peace is deeply embedded in the religious vision of Islam, but ideas for achieving peace have differed. This course explores the interpretive foundations, history, and practice of four major Islamic paradigms: tradition, reformism (islah), renewalism (tajdid), and Sufism (tasawwuf). The origins, value structure, and methodology of each paradigm are examined in light of the challenges facing contemporary Islamic societies. Usually offered every fall.

SIS-518 Legacy of World War II Diplomacy (3) An examination of the issues spawned in international relations by World War II which affect the last half of the twentieth century. Included are the advent of the nuclear age, rise of the superpowers, emergence of the Third World, establishment of the United Nations and other international or regional organizations, origins of the Cold War, and the recurrence of nationalism. The course identifies contemporary danger spots traceable to World War II diplomacy. Usually offered alternate falls.

SIS-519 Special Studies in International Politics (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics including international economic policy coordination, emerging capital markets, international environmental policy, political risk analysis, international relations of Japan, preventive diplomacy, United States and Cuba, and nonviolence. Usually offered every term.

SIS-520 Survey of International Law and Organization (3) Graduate-level introduction to the nature and functions of international law and the interstate system within which it operates. Emphasis on recent trends and future capabilities. For graduate students who have no previous courses in international law or international organization. Usually offered every fall.

SIS-530 Colloquium on the Common Market (3) Topics vary by section, may be repeated for credit with different topic. Taught in French. Topics include institutional development, financing of community activities, community policies, external relations, community law, and business case studies. Specific issues within each area rotate regularly every semester over a two-year cycle. Usually offered every term.

SIS-533 Population, Migration, and Development (3) This course provides the necessary analytical skills to understand contemporary population dynamics, especially in the developing world. It examines fundamental components of current trends in population dynamics; theoretical bases of the population debate; fertility issues; the relationship among population, development, and human migration flows; and population policy and sustainable development in developing and developed countries. Usually offered every fall.

SIS-536 Special Topics in International Development (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics include governance, democracy, and development; population, migration, and development; etc. Offered irregularly.

SIS-537 Special Topics in Development Management (3) Topics vary by section, may be repeated for credit with different

topic. Rotating topics include: managing decentralization; urban development; small scale enterprise; etc. Usually offered every term. *Prerequisite:* SIS-337, or SIS-637, or equivalent.

SIS-539 Comparative Development Strategies (3) This course explores the many factors that affect the way states and societies construct national development strategies. The underlying causes for the wide range of development strategies in the developing world, and the impact particular strategies have on development outcomes such as environmental sustainability, democracy, growth, poverty, income distribution, and social justice. Usually offered every fall.

SIS-540 Conflict and Development (3) An examination of the way in which development processes, strategies, and policies increase or decrease local, national, and international conflicts, as well as the ways in which conflicts at all levels condition development choices. Usually offered every fall.

SIS-545 Comparative and International Race Relations (3) Examines the way in which nationalism, feminism, Marxism, and diverse theoretical perspectives have shaped the meaning and role of race. Also addresses methodological issues that arise in the comparative study of race in different regions of the world. Usually offered every fall.

SIS-546 Race, Ethnicity and Cultural Identity (3) Explores the complex and dynamic configuration of identity based on race, ethnicity, gender, nationalism, and religion as they relate to specific cultures, globalization, and social discourse. Usually offered every spring.

SIS-551 Politics and Society in Europe since 1945 (3) The political systems, values, and sociological changes in European society since 1945; an analysis of European nations and regions and of different levels of development and economic organization. Usually offered every fall.

SIS-553 Central and East Europe in Transition (3) A comparative approach exploring the circumstances leading to and the consequences of the transitions in central and eastern Europe. Historical, economic, and political perspectives are emphasized. Assessment of relative successes and failures of the transitions and prospects for the region's future. Usually offered every term.

SIS-557 Foreign Policy Formulation in West European States (3) Conditioning factors, instrumentalities, political parties, pressure groups and organizations, and public media and opinion. Usually offered every spring.

SIS-558 Authoritarianism and Democracy in Russia (3) A comparative analytical approach to the study of Russia (and the Soviet Union). Emphasis is on the interdependence of Russian and Soviet traditions, political leadership, center-periphery relations, Russian governments, and the social dynamics of political change. Usually offered every fall.

SIS-559 Selected Topics in Cross-National Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics, usually with a geographical or regional focus, include fundamentalist movements in Islam; political economy of African crisis; theories of nationalism; etc. Offered irregularly.

SIS-560 Chinese Foreign Policy (3) This seminar provides an overview of Chinese foreign policy and examines China's bilateral relations with its Asian neighbors and the United States, in-

cluding controversial topics such as arms control, human rights, and the Taiwan issue. Also covers the policy-making process, including the shift of priorities from the era of revolution to the era of modernization. Usually offered alternate springs.

SIS-561 Modern China (3) Emergence of China as a world power, with emphasis on economic, political, and social trends in the People's Republic of China today. Usually offered alternate springs.

SIS-562 Political Economy of China (3) This course examines the evolution of China's political institutions and its transitional economy since 1949. It focuses on economic reforms in rural and urban areas and the prospect for political reform. Also discussed are significant changes in the financial sectors and state-owned enterprises, as well as the economic integration of "greater China." Usually offered alternate springs.

SIS-563 Japanese Foreign Policy (3) This seminar provides a comprehensive understanding of Japan's historical background and its basic foreign policy issues. It examines significant strategic and economic debates regarding Japan's role in the international community with emphasis on Japan's relations with its Asian neighbors and the United States. Usually offered alternate falls.

SIS-564 Chinese Politics (3) This course focuses on China's political process from 1949 to the present to provide a comprehensive framework for understanding Chinese politics. It examines the party-state system, political leadership, state-society relations, the role of the military, political culture, and the demand for democratization. Usually offered alternate springs.

SIS-565 U. S. Economic Relations with Japan and China (3) The benefits of foreign trade are analyzed in the context of the economic and political factors causing trade imbalances and frictions between the United States and Japan and China. Examination of divergent trade policies and dissimilar trade performances, and analysis of efforts to restore bilateral harmony and equilibrium between the United States and Asia's two largest economies. Usually offered every spring. *Prerequisite:* 6 credit hours of basic economics.

SIS-567, SIS-568 International Relations of East Asia I (3), II (3) Recent historical and contemporary interstate relations in East Asia, and the place of East Asia in world affairs. Usually offered every term.

SIS-569 International Relations of Southeast Asia (3) Recent and contemporary interstate relations in Southeast Asia and the place of Southeast Asia in world affairs. Usually offered alternate springs.

SIS-571, SIS-572 International Relations of the Middle East I (3), II (3) Recent historical and contemporary interstate relations in the Middle East and North Africa and the place of the Middle East in world affairs. Usually offered every term.

SIS-573, SIS-574 International Relations of Africa I (3), II (3) Recent historical and contemporary interstate relations in Africa and the place of Africa in world affairs. Usually offered every term. *Prerequisite:* SIS-250 or SIS-265 or graduate standing.

SIS-577 International Relations in the Americas (3) Recent and contemporary interstate relations in Latin America and the

place of Latin America in world affairs. Usually offered every term.

SIS-578 Comparative Social Movements (3) Examines a broad range of civil rights, revolutionary, and pro-democracy movements in Europe, the Middle East, Latin America, and the United States. Students develop a comprehensive theory about social movements in order to classify them and develop predictive models about their emergence, shape, and outcome. Usually offered every spring. *Prerequisite:* graduate standing or permission of instructor.

SIS-579 Selected Regional and Country Studies (3) Topics vary by section, may be repeated for credit with different topic. Comparative perspective on contemporary international relations with regional or area focus. Brings theory to bear on the study of the area. How do major theoretical constructs contribute to understanding the region? Conversely, how does knowledge of the topic area extend the range of generalizations in the social sciences? Usually offered every term.

SIS-580 Political Economy of Japan (3) This overview of post-war Japanese political and economic development provides a comprehensive understanding of Japan's political system and economic institutions. It explores the ongoing debate regarding Japan's government-business relationship in the contexts of comparative capitalism and Japan's social and political environment. Usually offered alternate falls.

SIS-581 Schools of Thought in Contemporary United States Foreign Policy (3) Seminar examining disparate normative assumptions about United States foreign policy. A wide spectrum of viewpoints is examined, and students explore their own values as they relate to foreign policy. Usually offered every spring.

SIS-582 International Organizations and Latin American Development (3-6) Drawing on Washington-area resources relating to Latin America and to inter-American affairs (e.g., OAS, Inter-American Development Bank, USIA, AID, and the Latin American diplomatic community), the course examines selected major issues in inter-American relations with a focus on the role of international and U.S. agencies and on foreign policies of individual Latin American nations. Usually offered every summer.

SIS-583 United States in World Affairs (3) The role of the United States in world affairs and in contemporary regional issues. Focuses on U.S. interests in the Middle East, Europe, southern Africa, Central America and East Asia. Usually offered every fall.

SIS-585 Contemporary United Nations (3) Examines how new United Nations responsibilities will shape the emerging global system, how major groups of countries will affect the UN, and how particular cases highlight the relationships among countries in the UN system. Cases cover issues of crisis management, peace-keeping and developments in the Global South. Usually offered every spring.

SIS-587 Between Peace and War (3) The politics of conflict, strategies of deterrence, and crisis management. Case studies and simulations are used to examine the perennial issue of state security, with emphasis on the problematic character of military means of achieving security in the nuclear age. Usually offered every term.

SIS-588 International Security and Arms Control (3) The strengths and weaknesses of arms control. Examination of the military strategy-policy relationship, deterrence theory, strategic posture and doctrine, and terrorism. Usually offered every spring.

SIS-589 Selected Topics in Comparative Policy Analysis (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics in comparative and foreign policy arenas and development strategies, usually with a geographical regional focus. Usually offered every fall.

SIS-590 Independent Reading Course in International Relations (1-6) *Prerequisite:* permission of instructor and SIS graduate studies office.

SIS-593 Humphrey Fellows Seminar (3) Topics vary by section, may be repeated for credit with different topic. Usually offered every term. *Prerequisite:* Humphrey Fellows or permission of instructor.

Graduate Courses

SIS-030 International Affairs Proficiency (0) Provides training for international affairs tool of research requirements. This course satisfies the tool of research requirement for the SIS master's degree program if completed with a grade of B or better. *Prerequisite:* admission to SIS graduate degree program.

SIS-095 Contemporary Issues in International Law and International Politics (0) Provides overview of key issues in international law and international politics. Meets for 11 one-hour sessions. *Prerequisite:* JD/M.A. in International Affairs students or permission of instructor.

SIS-600 Quantitative Analysis in International Affairs (3) Introduction to research design, quantitative measurement, statistical analysis, and computer use for international relations research. Usually offered every term.

SIS-601 Theory in International Relations (3) Interdisciplinary perspectives; major paradigms of thought; definition of boundaries of the field; normative and analytic goals and definition of priorities. Usually offered every fall.

SIS-605 Theory of Cooperative Global Politics (3) Examines the historical movement toward stability and order in the international political system with emphasis on comparing such concepts as nation-state/one world; national interest/human interest; rights of states/human rights; sovereignty/interdependence; war/collaborative conflict resolution. The concepts that underlie the competitive model of world politics—individualism, rationality, and self-interest—are analyzed within the global political context. Usually offered every fall.

SIS-606 Culture and Peace and Conflict Resolution: Alternatives to Violence (3) The complex role of culture in peacebuilding and conflict resolution. Historically-grounded conceptualizations of culture are reviewed in terms of their international relations application. The course identifies core patterns of cultural difference in values and beliefs, interpretive frames, and behaviors that impact on peacebuilding and conflict resolution efforts. Also examines specific conflict intervention approaches in terms of their cross-cultural applicability. Usually offered every spring.

SIS-607 Peace Paradigms (3) The history and development of approaches to peace, with particular emphasis upon the following: peace through coercive power, peace through nonviolence, peace through world order, and peace through personal and community transformation. Usually offered every spring.

SIS-608 Educating for Global Citizenship (3-6) This six-week institute for elementary and secondary teachers examines the dynamics of conflict and peacemaking through a case study approach to current conflicts. Review and development of curriculum materials, and instruction in conflict resolution skills provide the context for transferring the themes of the institute to classroom situations. Usually offered every summer. *Prerequisite:* permission of instructor.

SIS-609 Conflict Analysis and Resolution: Theory and Practice (3) Explores conflict resolution as a field of inquiry and research; perspectives, theories, and assumptions underlying conflict analysis and conflict resolution; contending approaches to conflict resolution training and practice. A case analysis approach is used to examine the role of contemporary issues in conflict situations. Usually offered every fall. *Prerequisite:* SIS-607 and SIS-610 (may be taken concurrently).

SIS-610 Theory of Conflict, Violence and War (3) Survey of the theoretical and empirical literature on the causes and conditions of conflict, particularly conflict which is expressed violently at all levels. Includes analyzing violence at the individual level, defining violence (physical, economic, social, cultural, systematic) and why societies support violence. Usually offered every spring.

SIS-611 International Negotiation (3) Survey of the theoretical literature on the communicative dimensions of negotiating international conflicts and an examination of conflict settings such as hostage/terrorist situations, diplomatic crises, and protracted social conflicts. Also examines a communication-based approach that focuses on "face" needs, interest/demands, and relationships among the contending parties. The role of emotion is highlighted and specific communication skills central to effective negotiation and mediation of intense conflicts are practiced. Usually offered every term.

SIS-612 Research Seminar in Peace and Conflict Resolution (3) Integrative seminar to test theories and assumptions raised in contemporary venues of peace and conflict resolution research. Seminar focuses on peace and conflict resolution research as distinct from research into war and violent conflict. Theoretical and methodological approaches to peace and conflict resolution studies are examined in detail. Usually offered every spring.

SIS-614 Ethics in International Affairs (3) A critical exploration of the ethical dimensions of international relations. This course identifies the values and ethical concerns which underpin international relations theory. It explores the possibility of constructing viable and humane alternatives to the existing world order to recognize cultural diversity and heterogeneity. Usually offered every spring.

SIS-615 Fundamentals of United States Foreign Economic Policy (3) Analysis of the principal American policies of international trade, finance, development, energy, and investment. Issues are examined in the context of foreign and domestic economic

and political considerations. Usually offered every fall. *Prerequisite:* ECON-100, ECON-311, or equivalent.

SIS-616 International Economics (3) Examines comparative advantage and neo-classical trade theory, contemporary trade theories, balance of payments, accounting, exchange rates, and open economy macroeconomic and economic development. Usually offered every term. *Prerequisite:* ECON-603 or equivalent.

SIS-621 International Law and the Legal Order (3) The nature and functions of international law in interstate relations, with emphasis on recent trends in scholarship and on cases, documents, and other original materials. Usually offered every spring.

SIS-625 International Organizations (3) The origins, principles, organization, activities, and performance of major international organizations in issue areas including economic development, international security, trade, and humanitarian assistance. Theoretical aspects are emphasized. Usually offered every spring.

SIS-630 Economic Policies of the European Union (3) The course deals primarily with the development of the European Union, its institutions, various common policies, external relations, and laws in the larger context of international business. Usually offered every fall.

SIS-634 Field Survey Research Methods (3) This course provides basic training in designing a field-based research project in international development. It is structured to combine the theoretical aspects of international development with the practical aspects of testing their validity and applicability. Usually offered every spring. *Prerequisite:* SIS-600.

SIS-635 Advanced Topics in Development Management (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics include rural development; managing economic and political reform; etc. Usually offered every term. *Prerequisite:* SIS-337, SIS-637, or equivalent.

SIS-636 Micropolitics of Development (3) The objective of this course is an understanding of the survival struggles and strategies individuals face and the choices they make. Some work within credit unions, cooperatives, parties, interest groups, or alone without much group support. Others rely on patrons, prayers, bribes, threats, or combinations of all these resources for survival. Usually offered every term.

SIS-637 International Development (3) Alternative theories and definitions of development as expressed in the major international institutions (aid agencies, cartels, multinational corporations) concerned with the transfer of resources. Considers the problems of the "change-agent" in working for development and examines the major development issues. Usually offered every term.

SIS-638 Selected Topics in International Development Skills (1) Topics vary by section, may be repeated for credit with different topic. Introduction to a specific technique or approach currently used in the international development field, focusing on project planning, community development, action research, or another similar area. Usually offered every term. *Prerequisite:* SIS-637, ECON-560, or equivalent.

SIS-639 Selected Topics in International Conflict Resolution Skills (1-3) Topics vary by section, may be repeated for credit with different topic. Introduction to a specific technique or approach currently used in the international conflict resolution field, focusing on conflict resolution and reconciliation, mediation, interviewing, negotiation, or another similar area. Usually offered every term.

SIS-640 International Communication (3) International communication as a field of inquiry and research: perspectives, theories, and assumptions underlying communication between nations and peoples; international flow of information and its implications in relations among nations and cultures. Usually offered every term.

SIS-641 Psychological and Cultural Bases of International Politics (3) Phenomena and problems of international relations in terms of underlying cultural and psychological forces. Theory of international relations from the point of view of the behavioral sciences. Usually offered every spring.

SIS-642 Cross-Cultural Communication (3) Contribution of relevant social and behavioral sciences to the study of intercultural and cross-cultural communication. Analysis of culture as communication and value-systems as essential in communication. Usually offered alternate springs.

SIS-643 Political Economy of International Communication (3) Examines the political and economic foundations, structures, and processes of contemporary international and global communication. Usually offered every other term. *Prerequisite:* SIS-640.

SIS-644 Communication and Social and Economic Development (3) Examination of economic, communication, and development theories, the role of information and communication technology in social and economic development; transfer of technology and uses of communication in economic growth, social change, and national integration. Usually offered every spring. *Prerequisite:* SIS-640 (may be taken concurrently).

SIS-645 International and Comparative Communication Policies (3) Examination of communication systems and policies at national, regional, and international levels; the role of international organizations in the formation and implementation of communication policies; political economy of information and transborder data flow. Usually offered every fall. *Prerequisite:* SIS-640.

SIS-646 Information Systems and International Communication (3) Illustrates the major concepts and techniques that comprise systems perspectives. Particular attention to the application of systems concepts and related techniques to the flow of information in and across organizations set in a complex, interdependent and changing world. Case studies and action research complement class reading and discussion. Usually offered every spring.

SIS-647 Governance, Democracy, and Development (3) Reviews classical and contemporary perspectives on democratic transition, consolidation, and the development of good governance, with special attention to the role of foreign aid. Analyses the role of civil society and social capital, considers the design of institutions such as constitutions, electoral systems, parties, and agencies of restraint, and also examines accountability, rule of law, and corruption. Usually offered every spring.

SIS-648 Women and Development (3) Provides the student with a critical evaluation of the main theoretical structures of feminism as applied to an analysis of the multiple facets of women's lives in the developing world. Explores the diverse socioeconomic, cultural, religious and political factors that affect women including the impact of development itself. Usually offered every spring. *Prerequisite:* SIS-637 or equivalent.

SIS-649 Environment and Development (3) An overview of this newly emerging multidisciplinary field. Focuses on debates concerning various human-made or development-related root causes of natural-resource degradation in the Third World. Special attention is paid to the relationship between the poor and the environment. Also looks critically at recent innovative policy responses attempting to link environment and development. Usually offered every spring.

SIS-650 World Economy and Sustainable Development (3) This political economic inquiry focuses on two levels of analysis: the state of world economic activity in the post-World War II period, with primary focus on trade and foreign investments; and the options that exist to achieve "sustainable development" in the Third World. Special attention is given to initiatives to make trade and investment more socially and environmentally responsible. Usually offered every fall. *Prerequisite:* SIS-637 or equivalent.

SIS-651 Managing Economic Policy Reform (3) Addresses design and management of macroeconomic stabilization, privatization, social safety net, trade policy, financial sector, and public sector reform in developing countries. Also considers the politics of reform. *Prerequisite:* ECON-603 or equivalent with permission of instructor.

SIS-655 International Relations of Western Europe (3) World War II diplomacy affecting postwar Europe and the origins and development of the cold war. European security; West German foreign policy and East-West diplomacy relating to Germany from World War II to the present; and French foreign policy through the Gaullist period. Usually offered every fall.

SIS-656 Contemporary International Relations of Western Europe (3) Theoretical approaches to the study of European integration. Evolution of West European unity since World War II with emphasis on the European Union, United States-West European relations since the 1960s, and contemporary issues of European security. Usually offered every spring.

SIS-659 International Relations of Russia and Central Eurasia (3) The study of Soviet and Commonwealth foreign policies within the analytical perspectives of international relations theory. Historical and contemporary analysis of interstate and inter-regional relations in areas of Russian and Soviet influence. Usually offered every fall.

SIS-660 Environment and Politics (3) Provides an introduction to the politics of environmental protection at both the domestic and international levels. It focuses on the dynamics of population, consumption, technology, and economic activity as they relate to resource depletion, water production, and land use. Usually offered every fall.

SIS-663 Advanced Studies and Research in Environmental Policy (3) A capstone seminar in which students conduct original research on domestic and international environmental policy and

politics. Explores contemporary environmental issues such as economic and ecological globalization, information technologies and environmental protection, social and ecological evolution, the place of humans in the natural world, postmodern challenges to environmentalism, post-colonial environmentalism, and environmental security. Usually offered every spring.

SIS-664 Islam and Nationalism: Middle East (3) Lectures and discussions on secular nationalism and Islamic militancy in the Middle East and North Africa during the past one hundred years; the origins and characteristics of the movements; the conflict between them and its impact on the politics and international relations of the area; the emergence of neofundamentalist Islamic movements. Usually offered every spring.

SIS-665 International Trade and Investment Relations (3) The major contemporary foreign trade and international investment policy issues confronting the United States. Geographic and functional issues are analyzed in both economic and political terms. Usually offered every fall. *Prerequisite:* SIS-616 or equivalent.

SIS-666 International Monetary and Financial Relations (3) The major contemporary monetary, financial, and energy policy issues confronting the international economic order and the United States. Problems are analyzed in both economic and political terms. Usually offered every spring. *Prerequisite:* SIS-616 or equivalent.

SIS-667 Global Political Economy (3) This course is concerned with the scope of political economy. The focus is on the origins of the modern global political economy and its institutional structure. It examines contemporary issues in political economy, using the division of labor as an organizing concept, and explores the prospects for global restructuring at the turn of the century. Usually offered every spring.

SIS-670 Theory and Method in Cross-National Studies (3) Theoretical and methodological approaches to cross-national studies and their historical development; implications for contemporary research in comparative political and policy analysis; policy relevance of contending approaches (e.g., conflict versus consensus). Usually offered every fall.

SIS-671 Seminar in Comparative Analysis (3) An examination within a historical framework of the interrelationships between civil society and the modern state, placing in perspective issues related to civil rights and the social and political dynamics which underscore this process. Usually offered every fall.

SIS-672 Theories of Comparative and International Studies (3) Unlike the dominant tradition which divides comparative and international politics into separate areas of inquiry, this course bridges these two fields. Includes the rise of the modern state and its relation to historical capitalism and the nation; interactions between the state and the market; democratization and civil society; social movements; and global culture. Usually offered every term.

SIS-673 Comparative Political Economy (3) Political economy is examined by comparing countries and regions. Considers the possibilities and limits of transposing models of state and society from one region to another. Focus is on the division of labor, class and identity, the state, industrialization strategies, technological

policy, cultural formation, and identity. Usually offered every term.

SIS-674 Integrated Seminar in Comparative and Regional Studies (3) Topics vary by section, may be repeated for credit with different topic. Designed to improve the student's ability to think conceptually about socio-economic, political, and cultural problems in his or her region of specialization as well as to broaden the student's knowledge of other regions. Usually offered every term. *Prerequisite:* all core requirements in Comparative and Regional Studies except 6 hours of research and writing.

SIS-675 Race in International Relations (3) The concept of race in international relations theory has acquired meaning through issues such as security/immigration policies and trans-national social/political movements. Focuses on the theoretical and practical implications of race as a significant factor in these and other international issues. Usually offered every spring.

SIS-676 Selected Topics in Cross-National Studies (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics, usually with a comparative or regional focus, include political economy of Africa; theories of nationalism; etc. Offered irregularly.

SIS-678 Globalization: Power, Production and Culture (3) Global transformation slices across former divisions of labor, fundamentally penetrates domestic society, and geographically reorganizes economic activities. This course addresses the underlying causes of globalization and whether it is intensifying and deepening historical tendencies, or is world society entering a new era in the relationship among the state, economy, and culture? Usually offered every fall.

SIS-681 Intelligence and Foreign Policy (3) The role of the CIA and other intelligence organizations in formulating and implementing U.S. foreign policy. Includes human and technical intelligence gathering; processing and analysis; dissemination of information to policy makers; covert action and counterintelligence; the relationship between intelligence organizations, the President, and Congress; and ethics and the conduct of intelligence activities. Usually offered every term.

SIS-682 United States Foreign Policy (3) Analysis of American foreign and defense policy processes, including the role of the President, Congress, Departments of State and Defense, the intelligence community, and other actors/factors affecting policy formulation and implementation. Usually offered every fall.

SIS-683 Congress and United States Foreign Policy (3) An examination of the role that the U.S. Congress plays in shaping foreign policy. Emphasis is given to contemporary congressional behavior, through case studies, with attention also devoted to constitutional factors and historical patterns. Usually offered every fall.

SIS-684 National Security Policy (3) Policymaking, implementation, and control; civilian-military, military-industrial, and executive-legislative relations; and the interaction of security policies of the United States and other powers. Usually offered every fall.

SIS-685 United States-Russian/Eurasian Security Relations (3) An intensive reading, research, and discussion seminar focusing on U.S. relations with Russia, its predecessor, and other Eur-

asian states as an interaction, stressing the security aspects of that interaction. The primary emphasis is on security relations in the postwar period, 1945 to the present. Two subthemes of the seminar are the role of strategic culture and the dynamics of threats. Usually offered alternate falls.

SIS-686 Proseminar in International Affairs I (3) This course is the first in a two course sequence, designed especially for Master of International Service degree candidates. Providing an overview of new developments in international affairs, it connects theory to practice at the executive level in international affairs. Usually offered every fall.

SIS-687 Proseminar in International Affairs II (3) This course is the second in a two course sequence, designed especially for Master of International Service degree candidates. Focusing on professional strategies for coping with change and professional skills enhancement, the seminar also includes a capstone action research project. Usually offered every spring.

SIS-688 Domestic Sources of United States Foreign Policy (3) This course investigates the influences of public opinion, interest groups, and the media on foreign policy decision making. Usually offered every spring.

SIS-689 Seminar in Policy Analysis (3) Topics vary by section, may be repeated for credit with different topic. Graduate research seminars on rotating topics including analysis of Russian and Soviet policymaking, domestic and foreign; approaches to foreign policy analysis; cognitive mapping in international relations; and social indicators in foreign policy research. Usually offered every spring.

SIS-690 Independent Study Project in International Studies (1-6) *Prerequisite:* permission of instructor and SIS graduate studies office.

SIS-691 Internship in International Affairs (1-12) Direct involvement in policy making through participation in a governmental agency or nongovernmental organization. *Prerequisite:* permission of internship coordinator and SIS graduate studies office.

SIS-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of SIS graduate studies office and Cooperative Education office.

SIS-693 Practicum: Action Research in Development Management (1-6) Action research, supervised by a faculty member, involves development management degree candidates in analyzing an organization and its interaction with its environment and clientele. Special attention is given to improving organizational responsiveness to community needs. *Prerequisite:* ECON-560, SIS-636, SIS-637, PUAD-610, and PUAD-614.

SIS-694 AU-Ritsumeikan Exchange (1-6) Topics vary by section, may be repeated for credit with different topic. Course constitutes key element in AU-Ritsumeikan Exchange program. Consult SIS Graduate Office. May be repeated for credit in the same term; topic may be the same. Usually offered every term. *Prerequisite:* permission of SIS dean's office.

SIS-695 Research Seminar in International Communication (3) Role and trends of research in international communication; examination of content, strategy and methods; critical analysis of

varying schools of thought. Usually offered every spring and summer. *Prerequisite:* SIS-640.

SIS-697 AU-Korea University Exchange (1-6) Topics vary by section, may be repeated for credit with different topic. Course constitutes key element in AU-Korea University Exchange program. Consult SIS Graduate Office. May be repeated for credit in the same term; topic may be the same. Usually offered every term.

SIS-700 Comparative and Regional Studies Proseminar (3) This course familiarizes Ph.D. students with a broad selection of the most significant perspectives, theories, and methodologies used in the field of comparative and regional studies. Usually offered every fall. *Prerequisite:* admission to the Ph.D. in International Relations.

SIS-701 International Relations Proseminar (3) A historical/developmental survey of international relations, beginning with the post-World War I era. Professor and students examine the proposition that the literature of this field reflects and indeed grows out of the changing patterns of world politics at the time of writing. Usually offered every fall. *Prerequisite:* admission to the Ph.D. in International Relations.

SIS-703 Contemporary Theories of International Relations (3) This course critically reviews developments in international relations theory over the last decade. Usually offered every fall. *Prerequisite:* admission to the Ph.D. in International Relations.

SIS-705 Social Theory in Comparative and International Perspective (3) Topics vary by section, may be repeated for credit with different topic. Theoretical and methodological approaches to comparative and cross-national studies, with emphasis on the systemic context for political activity and how this is manifested in public and international policy. Literature drawn from several social sciences, with attention to policy and political systems in different types of countries. Usually offered every spring. *Prerequisite:* admission to the Ph.D. in International Relations.

SIS-710 Colloquium in International Relations (3) Intensive dialogue between faculty members and doctoral students in the international relations field. M.A. students may be admitted with permission. Reading and discussion of literature and ideas in an aspect of the field announced in advance by the SIS graduate office. Preparation for comprehensive examination. Offered irregularly.

SIS-714 Conduct of Inquiry in International Relations (3) Survey and analysis of alternative theories of knowledge in the social sciences. Epistemological norms of modern empiricism. The critique of empiricism. Linguistic analysis, phenomenology, ethnomethodology, hermeneutics, critical theory, structuralism, and post-structuralism. Application to the study of international relations. Usually offered every spring. *Prerequisite:* admission to the Ph.D. in International Relations.

SIS-715 Seminar on Advanced Research Design (3) An overview of social science research methodology issues guiding students in the design of their own research projects. Usually offered every spring. *Prerequisite:* matriculation in doctoral program.

SIS-725 Seminar on Law in International Affairs (3) The history and theory of international law, major areas of change in con-

temporary law, and the role of the practitioner. Research in students' special fields. Usually offered every spring. *Prerequisite*: permission of instructor.

SIS-740 Colloquium in International Communication (3) Intensive dialogue between faculty members and doctoral students in international communication. Master's students preparing to take their comprehensive examinations are admitted with permission. Usually offered every spring.

SIS-794 Substantial Research Paper with Coursework (3) May meet with any 500-, 600-, or 700-level course in the School of International Service. May be repeated for credit in the same term; subject of paper must be different. Usually offered every term. *Note*: consult SIS graduate office.

SIS-795 Master's Research Requirement (1-3)

SIS-797 Master's Thesis Supervision (1-6)

SIS-799 Dissertation Seminar (1-12) SIS faculty, invited scholars, and doctoral students make formal scholarly presentations. Usually offered every term. *Prerequisite*: matriculation as a doctoral student in residence.

Sociology

Undergraduate Courses

SOCY-100/SOCY-100G American Society 4:1 (3) American pluralism and the variety of social arrangements and relationships found in American society. The emphasis is on how society is stratified; how organizations and institutions influence the way Americans think, talk, feel, and act; and how different groups (racial and ethnic) and divisions (gender and class) within society have differential access to power and privilege. Usually offered every term.

SOCY-110/SOCY-110G Views from the Third World 3:1 (3) Introduction to the sociology of the Third World through study of the works of its own intellectuals and political leaders. Reflections on Third World societal structures and explanations of dilemmas of development and of strategies for overcoming these dilemmas. The course links texts to their Third World context. Usually offered every term.

SOCY-150/SOCY-150G Global Sociology 4:1 (3) An introduction to sociology that focuses on the process of global social change as a critical factor in understanding contemporary societies. It emphasizes macrosociology (the study of large organizations and whole societies) and the creation of today's global society, including similarities and differences within it. Two major themes—modernization and globalization—are emphasized and their implications for individuals, groups, communities, societies, and governments are explored. Usually offered every term.

SOCY-205/SOCY-205G The Family 4:2 (3) The family as a social institution in a changing society. Social inequalities of class, race, ethnicity, and gender as key factors in shaping diverse forms and experiences in family life. Theoretical and actual alternatives to family patterns as well as the future of the American family. Usually offered every term. *Prerequisite for General Education credit*: ANTH-150G or PSYC-105G or WGST-125G.

SOCY-210G/SOCY-210G Inequality: Class, Race, Ethnicity 4:2 (3) Structured inequality in society in socioeconomic, racial,

and gender terms. How the individual's life and experiences are circumscribed and structured by his or her position in the social stratification system. How and why stratification systems emerge and are reproduced and their alternatives. Usually offered every term. *Prerequisite for General Education credit*: ECON-100G or SOCY-100G or SOCY-150G or GOVT-110G or WGST-125G.

SOCY-215/SOCY-215G The Rise of Critical Social Thought 2:2 (3) Issues about social science as a critical vision of society; imagined social possibilities and their comparison to existing social institutions. Secondary themes are individual development, community, large societal institutions, the effects of industrialism and capitalism, and the limits of social science knowledge as a guide to social planning and social action. Usually offered every term. *Prerequisite for General Education credit*: HIST-100G or PHIL-105G or JLS-110G or WGST-150G.

SOCY-220/SOCY-220G Work and Leisure in America 4:2 (3) A cultural, socio-political, and economic analysis of how people in the United States and other parts of the world work and play. Examines the development of American forms of work and leisure organizations and the impact of gender, race, and class on work and leisure. The sociological concepts of alienation, stress, and role conflict are used to explore the effect of work and non-work (such as retirement and unemployment) on the individual and society. Usually offered every fall. *Prerequisite for General Education credit*: ECON-100G or SOCY-100G or SOCY-150G.

SOCY-225/SOCY-225G Contemporary Arab World 3:2 (3) The social, economic, and political structure of the Arab World with special emphasis on the impact on this region of the rise and fall of oil revenues. A macrosociological approach places the region in the global political economy and introduces students to its problematics and historical-cultural specificity. Usually offered every term. *Prerequisite for General Education credit*: SIS-105G or RELG-185G or SOCY-110G.

SOCY-230/ SOCY-230G Conflict and Change in Latin America 3:2 (3) An introduction to Latin America through the lens of sociology. Latin American forms of economic and political organization and the societal conflicts over them. Alternative Latin American models for development and change; who has advocated each model and why. Usually offered every term. *Prerequisite for General Education credit*: SOCY-110G or ECON-110G or GOVT-130G.

SOCY-235/SOCY-235G Women in the Third World 3:2 (3) Focusing on Third World women and social change in different cultural contexts and in the global political-economic system, this course emphasizes the centrality of women in the rapidly changing world, particularly in terms of work, distributive justice, development policy, democratization, and the environment. Usually offered every spring. *Prerequisite for General Education credit*: ECON-110G or LIT-150G or SOCY-110G.

SOCY-280 Sociological Examination of Italy since World War II (3) Examination of significant facets of Italian society in the period since World War II with a comparison of Italian and American experience. Offered only in Rome. Usually offered every term.

SOCY-285/SOCY-285G Education for International Development 3:2 (3) The conserving role of education as a socializing agent and the liberating role of education as an engine of change. Special attention is given to the social and economic impact of education in national development, especially in the Third World. Usually offered every spring. *Prerequisite for General Education credit:* ANTH-110G or ECON-110G or SIS-110G or SOCY-110G.

SOCY-315 Major Social Theorists (3) Examines the contributions of major thinkers in social theory. Focus on both "classical" thinkers, such as Marx, Durkheim, and Weber, and more contemporary theorists, such as George Herbert Mead, Talcott Parsons, and Simone de Beauvoir. Traces formative influences on existing schools of social theory. Usually offered every fall. *Prerequisite:* SOCY-100 or SOCY-150.

SOCY-320 Introduction to Social Research (3) An introduction to the major research methods in social science, their links to theory and practice, and their use in research projects. Usually offered every fall. *Prerequisite:* SOCY-100 or permission of instructor.

SOCY-350 Social Problems in a Changing World (3) Sociological perspectives on the construction of social problems in a changing world. Focus on analysis of contrasting views and solutions for such conditions as global inequality, environmental degradation, population growth, inequalities based on economic class, race, gender, sexual orientation, and age, and institutional crises involving families, education, health care, crime, and justice. Usually offered every fall. *Prerequisite:* SOCY-100 or SOCY-150.

SOCY-351 Race and Ethnic Conflict: Global Perspectives (3) A focus on what happens when divergent types of persons experience social contact. Racial, ethnic, tribal, national, and religious interactions throughout the world. The processes include conflict, amalgamation, acculturation, assimilation, prejudice, and discrimination. Usually offered every fall. *Prerequisite:* SOCY-100 or SOCY-150.

SOCY-352 Women, Men, and Social Change (3) Focuses on gender as a basic organizational principle of social life in order to study the social construction of gender and how gender relationships are transformed in the process of social change. The course examines how race, class, and gender interact with culture in shaping the lives, social positions and relationships of diverse kinds of women and men in a changing world. Usually offered every spring. *Prerequisite:* SOCY-100 or SOCY-150.

SOCY-365 Economic Development and Social Change (3) A course on societal development that explores what it means for a society to "develop." How do we measure a society's development and what is known about the material, economic, political, social and cultural conditions necessary for development? What worked and what did not work in past development strategies and which strategy is most likely to succeed in the 1990's global socio-economic system? Meets with SOCY-665. Usually offered every fall. *Prerequisite:* SOCY-100 or SOCY-150.

SOCY-367 The Post-Industrial Metropolis (3) The transition to a post-industrial society has led to a dramatic socio-political restructuring of major cities into complex systems of ur-

ban-suburban metropolises. Regional, national, and international forces are responsible for the contemporary growth and economic prosperity of suburban "edge" cities and the concentration of poverty and racial-ethnic/national minorities in the central city. This course explores the emerging international hierarchy of "global cities" with the socio-spatial patterns of inequality and political conflict. Usually offered every spring. *Prerequisite:* SOCY-100 or SOCY-150.

SOCY-370 Power, Politics and Society (3) Political sociology in a comparative global perspective including the role and functions of the state; relative state autonomy; state legitimacy; forms of democracy and democratization processes; state and civil society; political ideology and culture; and ethnicity, nationalism, and the state. Usually offered alternate springs. *Prerequisite:* SOCY-100 or SOCY-150.

SOCY-372 Law, Rights, and Society (3) The comparative sociology of legal systems including state laws, social norms, and social control. Examines inequality in the provision of civil rights and legal statutes with regard to gender, ethnicity, and class. Also covers state legitimacy and the rule of the law; civil law, civil society, and economic development; and law, order, and movements for social change. Usually offered every spring. *Prerequisite:* SOCY-100 or SOCY-150.

SOCY-389 Society and the Global Environment (3) Exploration into the relationship between social groups and the physical environment. Focus on the actions and reactions of public and policy groups in identifying and coping with natural and technological problems. Analysis of specific socio-environmental problems and the roles and methods of social scientists and others in social-impact assessment and social change. Meets with SOCY-689. Usually offered every spring.

SOCY-390 Independent Reading Course in Sociology (1-6) *Prerequisite:* permission of instructor and department chair.

SOCY-392 Cooperative Education Field Experience (3-9) *Prerequisite:* SOCY-100 or SOCY-150, placement by Cooperation Education Program, and permission of department chair and instructor.

SOCY-415 Current Issues in Social Theory (3) Focus on contemporary social theories including postmodernism, feminism, neo-functionalism, rational choice, world-systems, and neo-Marxism. Traces relation—continuity and rupture—of current issues to classical traditions and important thinkers in social theory. Emphasis on issues of theory construction, evaluation, and critique. Usually offered every spring. *Prerequisite:* SOCY-100 or SOCY-150.

SOCY-423 Social Policy Research (3) An overview of major issues in social-policy program evaluation. Types of evaluations and basic research methods appropriate to each. Practical experience in designing and carrying out both qualitative and quantitative evaluations of social programs. Usually offered alternate springs. *Prerequisite:* SOCY-320 or permission of instructor.

SOCY-490 Independent Study Project in Sociology (1-6) *Prerequisite:* permission of instructor and department chair.

SOCY-491 Internship (1-6) Internship in social service, social change, and social research agencies. *Prerequisite:* SOCY-100 or

SOCY-150 (internships in social research agencies require SOCY-320), and permission of department chair and instructor.

SOCY-492 Major Seminar in Sociology (3) Integrates social theory and research as well as social policy and advocacy through the examination of social issues of global significance. Focuses on questions such as who is defining the issue, what do sociologists say about the issue, and how central is sociological knowledge to understanding the issue? Usually offered every fall. *Prerequisite:* SOCY-100 or SOCY-150.

SOCY-498, SOCY-499 Honors: Senior Year (1-6)

Graduate and Advanced Undergraduate Courses

SOCY-515 Models of Societal Development (3) Analysis of the structure and dynamics of whole societies in the modern global system. Paradigms of societal development: classical Marxism, modernization, dependency, articulation of modes of production, world-system theory, neo-Marxism, neomodernization, etc. Consideration of growth with equity, structural adjustment, privatization and sustainable growth policies on societal structure and change. Usually offered every spring. *Prerequisite:* graduate standing or three courses in sociology.

SOCY-525 Social Advocacy and Social Change (3) Examines social change methods and mobilizing successful movements for social change: defining issues, forming constituencies, recruitment, choosing goals and strategies, criteria for choosing tactics, fundraising and resource mobilization, grassroots leadership development, handling the media, legislative coalitions and judicial remedies. Usually offered alternate springs. *Prerequisite:* graduate standing or three courses in sociology.

SOCY-531 Regional Studies in Social Change (3) Topics vary by section, may be repeated for credit with different topic. Topical courses examining social change in different parts of the world as a cause and consequence of economic development including Africa, Latin America, and the Middle East. Emphasis on the social effects of governmental or corporate policies. Offered irregularly. *Prerequisite:* graduate standing or three courses in sociology.

SOCY-550 Stratification: Socio-Economic Inequality (3) A broad view of the varied sociological approaches to socio-economic stratification considered in terms of domestic, comparative-historical and international dimensions. Explores the functionalist, conflict and elite theories, methodologies of stratification, and the issues of social mobility, poverty and the welfare state. Investigates class formation and the social consequences of stratification on the individual, group and society. Usually offered every spring. *Prerequisite:* graduate standing or permission of instructor.

SOCY-553 Multiculturalism (3) Offers a comprehensive view of the social experiences of diverse cultural groups in societies such as the United States. Highlights the intersections of culture with race, gender, and class. Reviews both the critique and the appreciation of cultural diversity in the light of social research. Usually offered alternate falls. *Prerequisite:* graduate standing or three courses in sociology.

SOCY-560 Labor Sociology: Critical Perspectives on Work and Workers (3) Provides students with a broad overview of the varied sociological approaches to the field. Examines changing job structures, compensation patterns, labor market reorganiza-

tion, rise of temporary workers, trends in organized labor, immigration impacts, and labor-management relations. Themes include post-Fordist labor relations, politics of flexible accumulation, consequences of industrial restructuring, trends in the post-industrial economy, and NAFTA. Offered irregularly.

SOCY-570 Sociology of Gender and Family (3) The study of gender and family as basic principles of the social order and primary social categories. Introduces students to the theories, data sources and applications of family structures and gender relationships in the United States and cross-culturally. Usually offered every fall. *Prerequisite:* graduate standing or three courses in sociology.

SOCY-580 Social Policy Analysis (3) Examines the variety of conceptual frames that social scientists use in analyzing social policies and provides a basis for their selection. A second part deals with the detailed analysis of case studies and introduces practitioners who contributed to them. Usually offered every fall. *Prerequisite:* graduate standing or three courses in sociology.

SOCY-590 Independent Reading Course in Sociology (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

SOCY-610 History of Sociological Theory (3) Comparative study of major theorists in the nineteenth and twentieth centuries. Usually offered every fall.

SOCY-611 Modern Sociological Theory (3) An analysis of modern sociological theories and major schools of social thought. Problems of theory construction. Usually offered every spring. *Prerequisite:* SOCY-610.

SOCY-620 Social Research I (3) Focuses on both qualitative and quantitative data collection. Emphasizes research practice, formulation and specification of research questions, ethics, development of research designs, fieldwork, interviewing, coding, measurement, and questionnaire design. Usually offered every fall. *Prerequisite:* STAT-514.

SOCY-621 Social Research II (3) Focuses on data analysis of categorical and survey data including percentage tables and measures of association. Analysis of continuous data using regression, bivariate, multiple, and stepwise. Includes dummy variable, graphical tools, and assessment of supporting diagnostics. Usually offered every spring. *Prerequisite:* STAT-514 and SOCY-620.

SOCY-622 Selected Topics in Social Research Skills (1) Topics vary by section, may be repeated for credit with different topic. Introduction to a specific research tool or method currently used in sociology; the options include research strategies (e.g., telephone surveys, focus groups), analysis techniques (e.g., event history, qualitative data), or particular applications of research methods (e.g., program evaluation, community action). Usually offered every term. *Prerequisite:* SOCY-620 or permission of instructor.

SOCY-630 Conflict and Change: Macrosociological Perspectives (3) Analysis of socio-political processes in the development of national, regional, and world systems. The formation of social movements in this context. Usually offered every spring. *Prerequisite:* SOCY-515 or permission of instructor.

SOCY-635 Race, Gender and Social Justice (3) This seminar explores the disjunction between biological myths of race and gender and their social construction as credible institutions; the historical, economic, and political roots of inequalities; the institutions and ideologies that buttress and challenge power relations; and the implications of social science teaching and research for understanding social class, race, gender discrimination. Issues of advocacy for social change are also explored. Usually offered every spring. *Prerequisite:* permission of instructor.

SOCY-642 Training Program Design (3) An introduction to the design and delivery of adult training programs, emphasizing the development of skills in a variety of training components: needs assessment, goals and objectives, training methodologies and materials, and evaluation. This course is equally appropriate for novice trainers or those with previous experience. Usually offered every fall.

SOCY-645 Global and Multicultural Education (3) This course deals with the role of American education in an interdependent world, examining both the multicultural character of American classrooms and the international dimensions of the American school curriculum. It explores such issues as ethnocentrism, empathy, and global awareness, including an analysis of educational materials and methods useful in treating these issues. A special emphasis is placed on developing skills for cross-cultural understanding and communication. Usually offered every spring.

SOCY-648 Education and Development: Sector Analysis (3) Examines education as a social institution that both reflects and influences social, economic, and political life in nation states and globally. Emphasizes the role of education as an engine for change in the Third World. Organized around a logical framework of analysis, sometimes called the Sector Assessment Format, this course analyzes and compares educational systems by examining issues of access, equity, international efficiency, quality, and external efficiency. Usually offered every spring.

SOCY-649 Nonformal Education and Development (3) An examination of the role of nonformal education in the economic, social, and political development of developing nations. Specifically, the course deals with out-of-school programs in adult education, literacy, health, family planning, agriculture, nutrition, and community development. Case materials from several countries are used to study the issues and techniques involved in human resource development. Usually offered every fall.

SOCY-650 Stratification: Race and Ethnicity (3) This course investigates the structures of racial and ethnic stratification including their relationship to socio-economic inequality and stratification. Patterns of race and ethnic stratification are analyzed in their domestic, historical and international manifestations. The social constructions of racial and ethnic groups, consciousness and politics are considered. Also includes the interaction of class, race, ethnicity and gender. Usually offered every fall.

SOCY-665 Economic Development and Social Change (3) A course on societal development that explores what it means for a society to "develop." How do we measure a society's development and what is known about the material, economic, political, social and cultural conditions necessary for development? What

worked and what did not work in past development strategies and which strategy is most likely to succeed in the 1990's global socio-economic system? Meets with SOCY-365. Usually offered every fall.

SOCY-670 Gender, Family, and Work (3) Informs students about the interrelationship between work and family for both men and women. The course deals with research and policy concerns in both a national and cross-cultural perspective. Usually offered every spring. *Prerequisite:* SOCY-560, SOCY-570, or permission of instructor.

SOCY-680 Social Policy Research (3) An introduction to research techniques in the fields of applied sociology, evaluation research, and the interdisciplinary arena of social policy studies. Provides students with the necessary sociological context and methodological expertise for participating in practical social policy research. Usually offered every spring. *Prerequisite:* SOCY-580 or permission of instructor.

SOCY-685 Proseminar: International Training and Education (3) Serving as a capstone course for the M. A. in International Education, students prepare a portfolio that synthesizes their program of study and identifies and analyzes organizations that operate in their area. Usually offered every fall. *Prerequisite:* SOCY-545 or SOCY-648; International Education M.A. candidates or permission of instructor.

SOCY-689 Environmental Sociology (3) Exploration into the relationship between social groups and the physical environment. Focus on the actions and reactions of public and policy groups in identifying and coping with natural and technological problems. Analysis of specific socio-environmental problems and the roles and methods of social scientists and others in social-impact assessment and social change. Meets with SOCY-389. Usually offered every spring.

SOCY-690 Independent Study Project in Sociology (1-6) *Prerequisite:* permission of instructor and department chair.

SOCY-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

SOCY-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

SOCY-720 Research Seminar in Sociology (3) Identification and development of research subjects, relevant theoretical/conceptual perspectives and methodologies. Writing, organization and argumentation. Students research and write substantial papers based on appropriate sources and/or bases of data. Ph.D. candidates may use this course to develop dissertation proposals. Usually offered every fall.

SOCY-795 Master's Research: Independent Study in Sociology (3) Directed research under the supervision of a faculty member selected by the student. Preparation of a substantial research report on a topic related to the student's field of concentration. Offered irregularly. *Prerequisite:* permission of instructor.

SOCY-797 Master's Thesis Independent Study (1-6)

SOCY-799 Doctoral Dissertation Independent Study (1-12) Directed dissertation research under the supervision of the student's dissertation committee chair. Open to graduate students

whose dissertation proposal has been approved by the department. Usually offered every term.

Statistics

Note: Students should consult the department for advice and placement testing for appropriate mathematics and statistics courses

Undergraduate Courses

STAT-202 Basic Statistics (4) Classification of data, averages, dispersion, probability, frequency distributions, confidence intervals, tests of significance, nonparametric techniques, simple regression, and correlation. A package of computer programs is used to demonstrate various statistical techniques. Separate sections are available for biology, business, economics, psychology, education, sociology, and government majors. Usually offered every term. *Prerequisite:* MATH-15x or permission of department.

STAT-300 Business and Economic Statistics (3) Estimation, inference, multiple regression, and correlation. Elementary decision theory. Usually offered every fall. *Prerequisite:* STAT-202 with a grade of C, or permission of department. *Note:* students may not receive credit for STAT-300 and either STAT-302 or STAT-514.

STAT-302 Intermediate Statistics (3) Acquisition and development of statistical methods that are used commonly throughout the social sciences, the physical sciences, and governments for research as well as for routine planning and forecasting. Methods include techniques for estimation and inference with qualitative and quantitative data focusing on regression, correlation, analysis of variance and nonparametric statistics. Usually offered every spring. *Prerequisite:* a grade of C or higher in STAT-202, or permission of department. *Note:* students may not receive credit for STAT-302 and either STAT-300 or STAT-514.

STAT-390 Independent Reading Course in Statistics (1-6) *Prerequisite:* permission of instructor and department chair.

STAT-392 Cooperative Education Field Experience (3-9) *Prerequisite:* permission of department chair and Cooperative Education office.

STAT-490 Independent Study Project in Statistics (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate and Advanced Undergraduate Courses

STAT-502 Introduction to Mathematical Statistics (3) Probability, probability distributions, sampling, sampling distributions, and introduction to the theory of point estimation and statistical inference, including confidence intervals and hypothesis testing. Usually offered every spring. *Prerequisite:* MATH-212 or equivalent and MATH-501, or permission of instructor.

STAT-510, STAT-511 Theory of Sampling I, II (3), (3) Mathematical development of basic principles of survey design, including methods for determining expected value, bias, variance, and mean square error; simple random, systematic, stratified, cluster, multistage, and double sampling; unbiased, ratio, regression, and composite estimation; optimum allocation of resources; controlled and other nonsimple methods of selection; introduction to measurement error; and comparison of alternative designs.

STAT-510 usually offered alternate falls; **STAT-511** usually offered alternate springs. *Prerequisite:* STAT-502 or equivalent.

STAT-514 Statistical Methods (3) Averages, dispersion, probability, sampling, and approach to normality; simple and multiple regression; tests and confidence intervals for means, proportions, differences, and regression coefficients; nonparametric statistics; and analysis of variance. Usually offered every term. *Prerequisite:* STAT-202 or equivalent. *Note:* does not carry credit for majors in mathematics or statistics; students may not receive credit for STAT-514 and either STAT-300 or STAT-302.

STAT-515 Regression (3) Simple and multiple regression, least squares, curve fitting, graphic techniques, and tests and confidence intervals for regression coefficients. Usually offered every fall and summer. *Prerequisite:* STAT-514 or equivalent.

STAT-516 Design of Experiments (3) Design and analysis of the results of balanced experiments, simple analysis of variance, components of variance, analysis of covariance, and related subjects. Usually offered every spring. *Prerequisite:* STAT-514 or equivalent.

STAT-517 Special Topics in Statistical Methodology (3) Topics vary by section, may be repeated for credit with different topic. Alternating topics in statistics from an applied viewpoint. Topics include sampling, multivariate techniques, factor analysis, and time series. Usually offered alternate summers (odd years). *Prerequisite:* STAT-514 or equivalent.

STAT-519 Nonparametric Statistics (3) Application of nonparametric techniques in the analysis of social-science data, with emphasis on tests appropriate for data having interval, nominal, and ordinal scales. Usually offered alternate falls (even years). *Prerequisite:* STAT-514 or permission of instructor.

STAT-520 Applied Multivariate Analysis (3) Introduction to multivariate analysis emphasizing statistical applications. Includes matrix theory, multivariate distributions, tests of hypotheses, multivariate analysis of variance, principal components, discriminant analysis, canonical correlation, multivariate regression, and related subjects. Usually offered alternate falls (odd years). *Prerequisite:* STAT-514 or equivalent.

STAT-521 Analysis of Frequency Data (3) Chi-square tests, contingency tables (2×2 , $r \times c$, and multidimensional), loglinear models, and other special models. Usually offered alternate springs (even years). *Prerequisite:* STAT-514 or equivalent.

STAT-522 Time-Series Analysis (3) An introduction to the theory of time-dependent data. The analysis includes modeling, estimation, and testing; alternating between the time domain; using autoregressive and moving average models and the frequency domain; and using spectral analysis. Usually offered alternate springs (odd years). *Prerequisite:* STAT-515 or STAT-520 or permission of instructor.

STAT-524 Data Analysis (3) An introduction to exploratory data analysis, including resistant or robust techniques, study of residuals, transformations, graphical displays, and related topics. Usually offered every fall. *Prerequisite:* STAT-515 or STAT-520 or equivalent.

STAT-525 Statistical Software (3) Introduction to the use of the SAS language to prepare, modify, and analyze data, interpret output and final preparation of results. Emphasis on practical pro-

gramming principles and use of built-in procedures in both personal computer and main frame environments. Comparisons with other programming languages. Usually offered every fall. *Prerequisite:* STAT-514 or two statistics courses, or permission of instructor.

STAT-530, STAT-531 Mathematical Statistics I, II (3), (3) Distribution and functions of random variables, generating functions, order statistics, point estimation, maximum likelihood, confidence intervals, tests of hypotheses (Neyman-Pearson, likelihood ratio, etc.), linear regression, and analysis of variance. STAT-530 usually offered every fall; STAT-531 usually offered every spring. *Prerequisite:* MATH-223, STAT-502 or equivalent, and MATH-310.

STAT-584 Introduction to Stochastic Processes (3) Introduction to random walks, Markov chains and processes, Poisson processes, recurrent events, birth and death processes, and related subjects. Usually offered every spring. *Prerequisite:* MATH-501 or STAT-530 or MATH-574.

STAT-590 Independent Reading Course in Statistics (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

STAT-600 Advanced Mathematical Statistics (3) Theory of estimation, properties of estimators, large-sample properties and techniques, and applications. Usually offered every fall. *Prerequisite:* STAT-531 and MATH-574 (may be taken concurrently).

STAT-601 Topics in Advanced Probability and Statistics (3) Topics vary by section, may be repeated for credit with different topic. Mathematical foundations of statistical theory. Special topics in probability and mathematical statistics. Usually offered alternate springs (odd years). *Prerequisite:* permission of instructor.

STAT-610 Statistical Inference: Estimation (3) The mathematical foundations of statistical inference; the Theory of Estimation including minimum risk-, Bayes-, minimax-, and equivariant estimation; decision theory; and large sample behavior. Usually offered alternate falls (even years). *Prerequisite:* STAT-600.

STAT-620, STAT-621 Multivariate Analysis I, II (3), (3) Multivariate normal distribution, Hotelling's T^2 , Wilks's likelihood ratio criterion, other test statistics, classification problems, principal components, canonical correlation, general multivariate regression and experimental designs, and related subjects. Usually offered alternate falls (even years) (STAT-620) and alternate springs (even years) (STAT-621). *Prerequisite:* MATH-310 and STAT-600 (may be taken concurrently).

STAT-640 Statistical Computing (3) An introduction to numerical analysis, computer science, and statistical theory as they apply to random number generation, the Monte Carlo method, simulations, and other aspects of statistical computing. Usually offered every spring. *Prerequisite:* MATH-560, STAT-531 and CSIS-520.

STAT-670, STAT-671 Linear Estimation I, II (3), (3) General linear hypothesis, least-squares estimation, Gauss-Markov theorem, regression, analysis of variance, multiple comparisons, analysis of covariance, factorial designs, randomized blocks, other experimental designs, and effects of departures from assumptions. Usually offered alternate falls (odd years) (STAT-670) and

alternate springs (even years) (STAT-671). *Prerequisite:* MATH-510 and STAT-600 (may be taken concurrently).

STAT-690 Independent Study Project in Statistics (1-6) *Prerequisite:* permission of instructor and department chair.

STAT-691 Internship in Statistics (1-6) Individual placement and supervision in an approved organization involving statistical analysis, methodology, or theory. *Prerequisite:* permission of instructor and department chair.

STAT-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

STAT-797 Master's Thesis Seminar in Statistics (1-6)

STAT-798 Statistical Research and Consulting (3) Topics vary by section, may be repeated for credit with different topic. Topics chosen from recent research in statistics. Through written reviews and oral presentations, students investigate advances in statistical theory and applications in recent journals. Through interaction with other departments, students learn to formulate statistically problems expressed in the language of another discipline and interact in a consulting role with researchers outside of statistics. Usually offered every fall. *Prerequisite:* permission of department.

STAT-799 Doctoral Dissertation Seminar in Statistics (1-12)

TESOL (Teaching English to Speakers of Other Languages)

Graduate and Advanced Undergraduate Courses

TESL-060 TESOL Topics (0) Noncredit topics include teaching pronunciation, the lexical approach to language teaching, learning disabilities in the ELT classroom, EFL methodology, and multilevel/multicultural classrooms. Usually offered every term. Meets with TESL-560.

TESL-500 Principles of Linguistics (3) Introduction to scientific study of language with emphasis on current linguistic trends. Foundations for further study in linguistics and methodology of language teaching. Usually offered every term.

TESL-501 English Language Teaching I (3) Introduction to theories and principles of English language teaching, language acquisition, and a review of various methods and approaches used in language teaching, leading to an understanding of the development of the communicative approach. Provides opportunities for peer teaching and requires observation of English language classes. Usually offered every fall.

TESL-502 English Language Teaching II (3) Focuses on evaluation and development of lesson plans and teaching materials designed to teach grammar, language functions, speaking, reading, listening, and writing skills within a communicative approach. Also addresses various aspects of classroom management. Provides opportunities for peer teaching and requires observation of English language classes. Usually offered every spring.

TESL-503 Structure of English (3) Explores the complexities of spelling and word formation, grammatical structure, and semantic relations in English. Various approaches to grammatical analysis are covered, but the emphasis is on developing the practi-

cal foundations necessary for effective teaching, rather than on theoretical models. Usually offered every spring and summer. *Prerequisite:* TESL-500.

TESL-504 Language Analysis (3) An introduction to the formal analysis of languages, focusing on phonetics, phonology, morphology, syntax, and semantics, with particular emphasis on topics not covered in TESL-503. Emphasis on problem-solving strategies with respect to language data. Usually offered every fall. *Prerequisite:* TESL-500.

TESL-522 Language Acquisition (3) How and why do children learn language? Investigates language acquisition during the first five years (both speech and the rudiments of literacy). Major themes include the dynamics of the "language duet" between children and adults, variation across children, bilingualism, and the emergence of language awareness. Usually offered alternate falls.

TESL-523 Second Language Acquisition (3) Theories of second language acquisition and how they relate to trends in society and in education and related disciplines. Current theory in cognitive and affective domains as it relates to second-language learning. Usually offered every spring and summer.

TESL-524 Reading and Writing in the ESL/EFL Classroom (3) Introduction to theories of how we read and write as well as the instruction of these skills. The major focus is on practical approaches to teaching reading and writing skills to varied student populations, including children in public schools, young adults in pre-academic learning environments, and literacy-challenged adults in adult education programs. Usually offered every summer.

TESL-525 Teaching English for Specific Purposes (3) A survey of the development of the field and its current scope with an emphasis on a needs-oriented, learner-centered approach. Issues of authenticity in materials design and effective ways to present the language used in highly-specialized contexts. Group projects include a needs analysis from which students determine curriculum goals and objectives and design appropriate course materials. Usually offered every third semester. *Prerequisite:* TESL-501 or TESL-502.

TESL-527 Cultural Issues in the ESL/EFL Classroom (3) The traditional principles of intercultural communication theory and the latest discourse-oriented models for analyzing cross-cultural interactions. Within this framework, the course considers approaches to enhancing the cultural dimension of ESL/EFL instruction with an emphasis on using and developing various types of cultural training techniques. Usually offered every spring.

TESL-528 Bilingual Education (3) Language acquisition, use, and competency in a bilingual setting, and the general goal of bilingual education. Usually offered every third semester. *Prerequisite:* permission of instructor.

TESL-531 Language Assessment (3) This course focuses on the process of testing/assessing students' language proficiency with respect to different language skills in the language classroom and the steps involved in this process. A practical approach provides opportunities for evaluating existing tests and assessment procedures, designing test/assessment instruments, and scoring/evaluating language tests. Usually offered every fall.

TESL-541 Teaching Grammar (3) The functions that grammar fulfills in oral and written communication. Teaching the structures of grammar within a communicative framework in meaningful, authentic lessons, and the design of effective teaching materials. Usually offered every fall. *Prerequisite:* TESL-503 or permission of instructor.

TESL-542 Teaching Pronunciation: Theory and Practice (3) An introduction to the formal analysis of phonetics and phonology with techniques for incorporating these into practical classroom instruction. An emphasis on problem-solving strategies with respect to data, and on effective low-cost techniques for instruction. Usually offered every spring. *Prerequisite:* TESL-500.

TESL-554 Technology for Language Learning and Teaching (3) An introduction to the use of technology for foreign/second language learning, teaching, and professional development. Includes the use of e-mail, listservs, the Internet, software evolution, authoring, applications, and other hands-on experiences utilizing technology in the classroom. Offered irregularly. *Prerequisite:* basic computer skills and TESL-501 or TESL-502 or permission of instructor.

TESL-560 TESOL Topics (1-3) Topics vary by section, may be repeated for credit with different topic. Topics include teaching pronunciation, the lexical approach to language teaching, learning disabilities in the ELT classroom, EFL methodology, and multilevel/multicultural classrooms. Usually offered every term.

TESL-590 Independent Reading Course (1-6) *Prerequisite:* permission of instructor and department chair.

Graduate Courses

TESL-620 TESOL Practicum (3) Observation, participation and supervised classroom experience in selected ESL classes of the English Language Institute. Weekly conferences and/or seminars. Usually offered every spring. *Prerequisite:* TESL-501 and TESL-502 (previous teaching experience can substitute for one of these courses) and permission of instructor. *Note:* may be taken pass/fail only.

TESL-690 Independent Study Project (1-6) *Prerequisite:* permission of instructor and department chair.

TESL-691 Internship (1-6) *Prerequisite:* permission of instructor and department chair.

TESL-692 Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

TESL-797 Master's Thesis Seminar (1-6)

Women's and Gender Studies

Undergraduate Courses

WGST-125/WGST-125G Gender in Society 4:1 (3) This course focuses on the social construction of gender along with other forms of social inequality; representations of gender that permeate all forms of cultural experience; and theoretical arguments regarding key issues such as equality, ethics and politics, as well as debates at the frontier of gender theory. Usually offered every fall.

WGST-150/WGST-150G Women's Voices through Time 2:1 (3) The distinctive contributions of women to Western artistic

and intellectual traditions. Significant articulations of human experience expressed by women through literature, art, and history; how such traditions became established and how women, despite obstacles, have produced lasting works of ideas and imagination. Usually offered every fall.

WGST-225/WGST-225G Gender, Politics, and Power 4:2 (3)

This course explores the ways in which the social and cultural construction of sexual difference influences the nature and practice of political life in a variety of countries. It examines the ways in which power is gendered and studies how gender has served as a basis for political organization and a critique of public life. Usually offered every spring. *Prerequisite for General Education credit:* ANTH-150G or GOVT-110G or SOCY-150G or JLS-100G or WGST-125G.

WGST-300 Feminist and Gender Theory (3) Examines theories of gender as constructed or problematic, not natural or immutable. Surveys the historic development of theories of women's inequality and strategies for changes. Probes contemporary issues and conflicts within feminist and gender theory. Theorizes gender relations in students' own lives. Forges understandings across divisions of race, class, nationality, ability, sexualities, and sexual orientation. Usually offered every spring. *Prerequisite:* WGST-125 or permission of director.

WGST-350 Interpreting Gender in Culture (3) May be repeated for credit, but not in the same term; topic must be different. An exploration of diverse aspects of gender experience from different disciplinary perspectives. Rotating topics focus on specific subjects, integrating recent scholarship and interdisciplinary contexts. Representative topics include sisters and brothers/husbands and wives, women and the performing arts, and women and men in American culture. Usually offered every term.

WGST-392 Cooperative Education Field Experience (3) *Prerequisite:* WGST-125 and permission of department chair and Cooperative Education office.

WGST-490 Independent Study Project in Women's and Gender Studies (1-6) *Prerequisite:* permission of instructor and program director.

WGST-491 Internship in Women's and Gender Studies (1-6) *Prerequisite:* WGST-125 and permission of instructor and program director.

WGST-498 Senior Honors Project in Women's and Gender Studies (3) *Prerequisite:* WGST-500.

WGST-500 Current Issues and Research in Women's and Gender Studies (3) Exploration of the philosophies, methods, and theories entailed in doing scholarly work in women's and gender studies. Close examination of selected current works in the discipline. Collaborative work developing bibliographies and designing course activities; individual work in the field. Usually offered every fall. *Prerequisite:* permission of instructor or program director.

WGST-590 Independent Reading Course in Women's and Gender Studies (1-6) *Prerequisite:* permission of instructor and program director.

WGST-600 Feminist and Gender Theory (3) Examines theories of gender as constructed or problematic, not natural or immutable. Surveys the historic development of theories of women's

inequality and strategies for changes. Probes contemporary issues and conflicts within feminist and gender theory. Theorizes gender relations in students' own lives. Forges understandings across divisions of race, class, nationality, ability, sexualities, and sexual orientation. Usually offered every spring. *Prerequisite:* permission of instructor.

Washington Semester

Undergraduate Courses

WSEM-400 Washington Summer Internship and Seminar (3-6) The Washington Summer Internship Program is designed to provide on-the-job training for college students from across the country in their respective fields of interest. Students work four and one-half days each week. The other half day is devoted to seminars with practitioners and small group discussions. Usually offered every summer.

WSEM-420 European Internships and Institutions (3) Summer internship experience in one of four European capitals: Brussels, London, Madrid, and Prague. Four-day-a-week internship supplemented by a seminar one evening per week. By participating in an unpaid internship with a public or private organization students gain professional experience and learn how to navigate in a foreign work culture. Usually offered every summer. *Prerequisite:* minimum cumulative GPA of 2.5 and completion of sophomore year by the start of the program. Madrid program: two years of college level Spanish or equivalent. Prague program: basic photography course.

Graduate and Advanced Undergraduate Courses

WSEM-510 Washington Semester Internship Program (1-6) Students engage in a 35-hour per week internship providing direct experience in one of the following fields: National Government and Politics, Foreign Policy and International Affairs, Economic Policy and International Trade, Justice and Law, Print and Broadcast Media and Communication, or Arts and Humanities. Academic requirements include one class meeting each week, an on-going journal, two papers and a final group project/presentation. Usually offered every spring. *Prerequisite:* permission of Washington Semester Program; open only to non-AU students.

Graduate Courses

WSEM-600 Washington Summer Internship and Seminar (3-6) The Washington Summer Internship Program is designed to provide on-the-job training for college students from across the country in their respective fields of interest. Students work four and one-half days each week. The other half day is devoted to seminars with practitioners and small group discussions. Usually offered every summer.

WSEM-620 European Internships and Institutions (3) Summer internship experience in one of four European capitals: Brussels, London, Madrid, and Prague. Four-day-a-week internship supplemented by a seminar one evening per week. By participating in an unpaid internship with a public or private organization students gain professional experience and learn how to navigate in a foreign work culture. Usually offered every summer.

2000–2001 Full-Time Faculty

The date in parentheses following each name is the year in which the faculty member was appointed to the full-time faculty.

Aaronson, David E. (1970), B.A., The George Washington University; LL.B., Harvard University; LL.M., Georgetown University; M.A., Ph.D., The George Washington University; Professor of Law.

Abramowitz, Nancy (1997), B.S., Cornell University; J.D., Georgetown University; Practitioner in Residence.

Abbravanel, Evelyn G. (1977), B.A., J.D., Case Western Reserve University; Professor of Law.

Abu-Nimer, Mohammed (1997), B.A., M.A., Hebrew University; Ph.D., George Mason University; Assistant Professor of International Service.

Adhikari, Ajay (1991), B.A., Delhi University; M.B.A., Ph.D., Virginia Commonwealth University; Associate Professor of Accounting.

Ahrens, Anthony H. (1987), B.A., Northwestern University; Ph.D., Stanford University; Associate Professor of Psychology.

Akan, Burcu (2000), B.A., Bilkent University; Ph.D., American University; Assistant Professor of International Service.

Al-Shara, Nawar (1999), B.S., Damascus University; M.A., American University; Instructor of Mathematics and Statistics.

Ala'i, Padideh (1997), B.A., University of Oregon; J.D., Harvard University; Associate Professor of Law.

Aldridge, Susan C.M. (2000), A.B., J.D., LL.M., Duke University; Legal Writing Instructor in Residence.

Alexander, Kimberly (1996), B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., American University; Assistant Professor of International Service.

Allee, John (1998), B.A., The George Washington University; M.A., University of Minnesota; Instructor of International Business.

Ambe, Nicole (2000), LL.B., University of Yaounde; LL.M., Queen's University; LL.D., York University; Practitioner in Residence of Law.

Anderson, Kenneth (1996), B.A., University of California, Los Angeles; J.D., Harvard University; Associate Professor of Law.

Anderson, Ronald C. (1999), B.S.E., M.B.A., University of Pittsburgh; Ph.D., Texas A&M University; Assistant Professor of Finance.

Andes, Karen (2000), B.A., Arizona State University; M.A., Ph.D., Northwestern University; Assistant Professor of International Service.

Armour, Frank J. (2000), B.A., St. Louis University; M.S., State University of New York at Binghamton; Ph.D., George Mason University; Assistant Professor of Management.

Arnold, Steven H. (1970), B.A., Occidental College; M.A., Ph.D., The Johns Hopkins University; Associate Professor of International Service.

Ata, Jorge G. (1996), B.A., M.A., M.A., George Mason University; Instructor of Language and Foreign Studies.

Aufderheide, Patricia (1989), B.A., M.A., Ph.D., University of Minnesota; Professor of Communication.

Ayittey, George (1990), B.Sc., University of Ghana; M.A., University of Western Ontario; Ph.D., University of Manitoba; Distinguished Economist in Residence.

Bailey, Jessica M. (1981), B.S., M.Ed., Coppin State College; M.B.A., Ph.D., University of Missouri; Assistant Professor of International Business and Associate Dean for Undergraduate Programs, Kogod School of Business.

Bailey, Margo (1996), B.A., University of Pennsylvania; M.A., Ph.D., Syracuse University; Assistant Professor of Public Administration.

Bair Van Dam, Cynthia (1995), B.A., University of Nebraska; M.A., American University; Writing Instructor.

Baker, H. Kent (1975), B.S., Georgetown University; M.B.A., M.Ed., D.B.A., University of Maryland; M.A., M.S., Ph.D., Ph.D., American University; C.F.A., C.M.A.; University Professor of Finance.

Baker, Isaiah (1979), B.A., Yale University; M.B.A., J.D., Columbia University; M.A., DePaul University; LL.M., Harvard University; Associate Professor of Law.

Baker, Jeffrey J. (1996), B.S., Bridgewater State University; M.A., San Diego State University; M.S., Boston University; Assistant Professor of Communication.

Baker, Jonathan (1999), A.B., Harvard University; M.A., Stanford University; J.D., Harvard University; Ph.D., Stanford University; Associate Professor of Law.

Bangura, Abdul K. (2000), B.A., M.A., American University; Ph.D., Georgetown University; Ph.D., Howard University; Ph.D., University of Maryland, Baltimore County; Assistant Professor of International Service.

Banks, Taunya (2001), B.A., Syracuse University; J.D., Howard University; Visiting Professor of Law.

Baron, Naomi Susan (1987), B.A., Brandeis University; Ph.D., Stanford University; Professor of Language and Foreign Studies.

Barron, Austin M. (1971), B.S., City College of New York; M.S., Ph.D., Purdue University; Associate Professor of Mathematics and Statistics.

Beach, David (1998), B.A., Marymount University; M.A., George Mason University; Writing Instructor.

Bender, Kristen (1999), B.A., Michigan State University; J.D., Washington College of Law of American University; Assistant Professor of Justice.

Benjamin, John D. (1990), B.A., University of North Carolina; M.S., University of Houston; Ph.D., Louisiana State University; Professor of Finance.

Bennett, Betty T. (1985), B.A., Brooklyn College; M.A., Ph.D., New York University; Distinguished Professor of Literature.

Bennett, Richard R. (1979), B.A., Randolph-Macon College; M.A., Florida State University; Ph.D., Washington State University; Professor of Justice.

Bennett, Susan (1988), B.A., M.A., Yale University; J.D., Columbia University; Professor of Law.

Berendzen, Richard (1974), B.S., Massachusetts Institute of Technology; M.A., Ph.D., Harvard University; Professor of Physics.

- Bergin, Thomas J.** (1982), B.A., University of Maryland; M.A., Ph.D., American University; Professor of Computer Science and Information Systems.
- Beveridge, Charles E.** (1986), A.B., Harvard University; M.A., Ph.D., University of Wisconsin; Research Professor of History.
- Biesenbach-Lucas, Sigrun** (1998), B.A., Rheinische Friedrich Wilhelms Universität; M.A.T., Ph.D., Georgetown University; Assistant Professor of Language and Foreign Studies.
- Bird, Barbara J.** (1991), B.A., California State University; M.A., University of Western Ontario; Ph.D., University of Southern California; Associate Professor of Business Administration.
- Blair, Randall** (1995), B.A., Dartmouth College; M.A., American University; Assistant Professor of Communication.
- Blank, Grant** (1999), B.A., University of Minnesota; A.M., Ph.D., The University of Chicago; Assistant Professor of Sociology.
- Blecker, Robert Allen** (1985), B.A., Yale University; M.A., Ph.D., Stanford University; Professor of Economics.
- Bokhorst-Heng, Wendy D.** (1999), B.A., University of Western Ontario; M.A., Ph.D., University of Toronto; Assistant Professor of Sociology.
- Bouganin, Victor** (2000), LL.B., Hebrew University of Jerusalem; M.B.A., Tel Aviv University; Ph.D., University of London; Visiting Professor of Law.
- Bradford, Jr., Colin I.** (1998), B.A., Yale University; M.A., Ph.D., Columbia University; Distinguished Economist in Residence.
- Bradlow, Daniel David** (1989), B.A., University of Witwatersrand; J.D., Northeastern University; M.L.I.C., Georgetown University; Professor of Law and Director of International Legal Studies.
- Brautigam, Deborah** (1994), B.A., Ohio Wesleyan University; M.A., Ph.D., Tufts University; Associate Professor of International Service and the Washington Semester Program.
- Breitman, Richard D.** (1976), B.A., Yale University; M.A., Ph.D., Harvard University; Professor of History.
- Brenner, Donald R.** (1971), B.S., J.D., The Ohio State University; Professor of Accounting.
- Brenner, Philip J.** (1981), B.A., Columbia University; M.A., Ph.D., The Johns Hopkins University; Professor of International Service.
- Broad, Robin** (1990), B.A., Williams College; Ph.D., Princeton University; Associate Professor of International Service.
- Broadnax, Walter** (1999), B.A., Washburn University of Topeka; M.P.A., Kansas University; Ph.D., Syracuse University; Professor of Public Administration and Dean, School of Public Affairs.
- Broder, Ivy E.** (1975), B.A., Hunter College; M.A., Ph.D., State University of New York at Stony Brook; Professor of Economics and Dean of Academic Affairs.
- Broude, Norma** (1975), A.B., Hunter College; M.A., Ph.D., Columbia University; Professor of Art.
- Brovkin, Vladimir** (1998), B.A., Leningrad University; M.A., Georgetown University; Ph.D., Princeton University; Research Associate Professor of International Service.
- Brown, Richard J.** (2000), B.S., M.A., Temple University; Ph.D., University of Maryland; Assistant Professor of Mathematics and Statistics.
- Bulhof, Johannes** (2000), B.A., The University of Texas; Ph.D., University of Pennsylvania; Assistant Professor of Philosophy.
- Bulmash, Gary F.** (1975), B.A., M.B.A., D.B.A., University of Maryland; C.P.A.; Associate Professor of Accounting.
- Bunker, Mary Kathryn Garrett** (1999), B.S., University of Maryland; J.D., The George Washington University; Visiting Associate Professor of Law.
- Burke, Jr., D. Barlow** (1970), A.B., Harvard University; LL.B., M.C.P., University of Pennsylvania; LL.M., S.J.D., Yale University; Professor of Law.
- Burkhart, Geoffrey** (1968), B.A., Oakland University; Ph.D., University of Rochester; Associate Professor of Anthropology.
- Cadigan, John Joseph** (2000), B.S., James Madison University; M.A., Ph.D., University of Indiana at Bloomington; Assistant Professor of Public Administration.
- Calabrese, John** (1998), B.A., Georgetown University; M.A., New York University; Ph.D., The London School of Economics; Assistant Professor of International Service.
- Campbell, Colton** (2000), B.A., M.A., California State University, Chico; Ph.D., University of California, Santa Barbara; Assistant Professor of Government.
- Campbell, W. Joseph** (1997), B.A., Ohio Wesleyan University; Ph.D., University of North Carolina; Assistant Professor of Communication.
- Cannon, Thomas F.** (1972), A.B., A.M., Boston College; Ph.D., University of Virginia; Assistant Professor of Literature.
- Carey, Kevin** (1997), B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University; Assistant Professor of Economics.
- Carle, Susan** (1997), A.B., Bryn Mawr College; J.D., Harvard University; Associate Professor of Law.
- Carmel, Erran** (1991), B.A., University of California, Berkeley; M.B.A., University of California, Los Angeles; Ph.D., University of Arizona; Assistant Professor of Business Administration.
- Carr, David** (1999), B.S., University of Kansas; M.A., Ph.D., University of Colorado at Boulder; Assistant Professor of Economics.
- Carr Friday, Sophia D.** (1998), B.A., M.A., Ph.D., University of Maryland; Assistant Professor of Justice.
- Carson, Frederick W.** (1970), B.S., Massachusetts Institute of Technology; M.A., Washington University; Ph.D., The University of Chicago; Associate Professor of Chemistry.
- Carter, Michele** (1994), B.A., Georgia State University; M.A., Ph.D., Vanderbilt University; Associate Professor of Psychology.
- Case, Mary** (2000), B.A., Temple University; M.A., State University of New York at Cooperstown; Assistant Professor of Performing Arts and the Washington Semester Program.
- Casey, Stephen D.** (1988), B.A., Drew University; Ph.D., University of Maryland; Associate Professor of Mathematics and Statistics.
- Chang, I-Lok** (1970), B.S., California Institute of Technology; Ph.D., Cornell University; Associate Professor of Mathematics and Statistics.
- Chavkin, David** (1990), B.S., Michigan State University; J.D., University of California, Berkeley; Professor of Law.
- Chen, Albert** (1980), B.A., Columbia University; Ph.D., University of California, Berkeley; Professor of Chemistry.
- Cheru, Fantu** (1984), B.A., Colorado College; M.S., Ph.D., Portland State University; Associate Professor of International Service.

- Child, Jack** (1982), B.E., Yale University; M.A., Ph.D., American University; Professor of Language and Foreign Studies and Director, Center for Teaching Excellence.
- Chin, Christine** (1996), B.A., Wellesley College; M.A., University of California, Berkeley; Ph.D., American University; Assistant Professor of International Service.
- Chinloy, Peter** (1991), B.A., McGill University; M.A., Ph.D., Harvard University; Professor of Finance.
- Chow, Esther N.** (1973), B.S.Sc., Chinese University of Hong Kong; M.S., Southern Illinois University; M.A., Ph.D., University of California, Los Angeles; Professor of Sociology.
- Clarke, Duncan L.** (1970), A.B., Clark University; J.D., Cornell University; Ph.D., University of Virginia; Professor of International Service.
- Clarke, Linda D.** (2000), B.A., University of North Carolina; B.S., Appalachian State University; M.B.A., Queens College; Ph.D., Florida International University; Assistant Professor of International Business.
- Cleary, Robert E.** (1965), B.A., M.A., Montclair State College; M.A., Ph.D., Rutgers State University; Professor of Public Administration.
- Cochran, Wendell** (1992), A.A., Potomac State College; B.S., West Virginia University; M.A., University of Missouri; Associate Professor of Communication.
- Cohan, Carolyn Cox** (2000), B.A., Rice University; J.D., The University of Texas; LL.M., The George Washington University; Assistant Professor of Government.
- Cohen, Deborah** (1997), A.B., Radcliffe College; M.A., Ph.D., University of California, Berkeley; Assistant Professor of History.
- Cohen, Stephen D.** (1975), B.A., American University; M.A., Syracuse University; Ph.D., American University; Professor of International Service.
- Comor, Edward** (1995), B.A., University of Toronto; M.A., University of Leeds; Ph.D., York University; Assistant Professor of International Service.
- Connaughton, Victoria P.** (1999), B.S., Bucknell University; Ph.D., University of Delaware; Assistant Professor of Biology.
- Connolly, Frank W.** (1982), B.A., University of Scranton; M.S., The George Washington University; Ph.D., American University; Professor of Computer Science and Information Systems.
- Cook, Julian** (2000), B.A., Duke University; M.P.A., Columbia University; J.D., University of Virginia; Visiting Assistant Professor of Law.
- Cooper, Caroline S.** (1990), B.A., Smith College; M.A., Howard University; J.D., Washington College of Law of American University; Research Professor of Justice.
- Corr, John B.** (1986), B.A., M.A., John Carroll University; J.D., Georgetown University; Ph.D., Kent State University; Professor of Law.
- Côté, Paul R.** (1985), B.A., College of the Holy Cross; M.A., Middlebury Graduate School; Ph.D., McGill University; Professor of Language and Foreign Studies.
- Coward, Billy G.** (1964), B.S., B.A., M.A., American University; Associate Professor of Health and Fitness.
- Crawford, Brett Ashley** (2000), B.S., Northwestern University; M.F.A., Texas Tech University; Assistant Professor of Performing Arts.
- Crawford, Patrick** (1997), J.D., University of Virginia; Assistant Professor of Law.
- Crews, Robert D.** (2000), B.A., University of North Carolina at Chapel Hill; M.A., Columbia University; Ph.D., Princeton University; Assistant Professor of History.
- Crider, Anthony Wayne** (2000), B.S., Bowling Green State University; M.S., Ph.D., Rice University; Assistant Professor of Physics.
- Crone, Lawrence J.** (1984), B.A., Ph.D., The Catholic University of America; Associate Professor of Mathematics and Statistics.
- Crosby, David S.** (1966), B.A., American University; M.A., Ph.D., University of Arizona; Professor of Mathematics and Statistics.
- Culver, David Clair** (1987), B.A., Grinnell College; Ph.D., Yale University; Professor of Biology and Director of Environmental Studies.
- Cupples, Cynthia J.** (2000), B.A., Cornell University; M.A., Ph.D., Princeton University; Assistant Professor of History.
- Dabrowski, Peter** (1999), M.M., D.M., Northwestern University; Conductor in Residence.
- Daniel, Aletha T.** (2000), B.A., American University; M.S.Ed., University of Pennsylvania; Instructor of Language and Foreign Studies.
- Dasso, Joseph F.** (2000), B.S., University of Idaho; M.S., Oregon State University; Ph.D., University of Northern Colorado; Assistant Professor of Biology.
- Davis, Angela J.** (1996), B.A., Howard University; J.D., Harvard University; Associate Professor of Law.
- DeLone, William H.** (1986), B.S., Villanova University; M.S., Carnegie Mellon University; Ph.D., University of California, Los Angeles; Associate Professor of Business Administration.
- Degregorio, Christine** (1988), A.S., Greenfield Community College; B.A., University of Maryland; M.S.W., Boston College; Ph.D., University of Rochester; Associate Professor of Government.
- Dent, Richard J.** (1988), B.A., University of Maryland; Ph.D., American University; Associate Professor of Anthropology.
- DiConti, Veronica** (1999), B.A., Syracuse University; M.A., New School for Social Research; Ph.D., The Johns Hopkins University; Assistant Professor of Government and the Washington Semester Program.
- Dickerson, Bette J.** (1990), B.A., Morehead State University; M.Ed., University of Louisville; Ph.D., Washington State University; Associate Professor of Sociology and Department Chair.
- Dietz, Nathan** (1998), B.A., Northwestern University; M.A., Ph.D., University of Rochester; Assistant Professor of Government.
- Diggs-Brown, Barbara** (1989), B.A., Howard University; M.A., American University; Associate Professor of Communication and Acting Associate Dean, School of Communication.
- Dinerstein, Robert D.** (1983), A.B., Cornell University; J.D., Yale University; Professor of Law and Associate Dean for Faculty and Academic Affairs, Washington College of Law of American University.
- Doh, Jonathan** (1995), B.A., M.A., State University of New York at Albany; Instructor of International Business and the Washington Semester Program.
- Domask, Joseph** (2000), B.S., University of Michigan; M.A., Ph.D., University of Miami; Assistant Professor of International Service.

- Donaghy, Kelley J.** (1998), B.S., Syracuse University; Ph.D., University of Pennsylvania; Assistant Professor of Chemistry.
- Donahue, Ann H.** (1993), B.A., University of California, Riverside; M.A., The Ohio State University; Assistant Professor of Performing Arts.
- Doolittle, John C.** (1980), B.S., Northwestern University; M.A., The University of Georgia; Ph.D., University of Wisconsin - Madison; Associate Professor of Communication and Director, Journalism Division.
- Douglass, John S.** (1978), B.A., M.A., American University; Associate Professor of Communication and Director, Visual Media Division.
- Dreisbach, Daniel** (1991), B.A., University of South Carolina; J.D., University of Virginia; Ph.D., Oxford University; Associate Professor of Justice.
- DuBois, Frank L.** (1988), B.S., Virginia Polytechnic Institute and State University; M.B.A., Old Dominion University; Ph.D., University of South Carolina; Associate Professor of International Business and Senior Associate Dean for Academic Affairs, Kogod School of Business.
- Dunlap, Justine** (2000), B.A., The Ohio State University; J.D., Case Western Reserve University; Visiting Assistant Professor of Law.
- Duru, Augustine** (1997), B.S., University of Nigeria; M.B.A., University of North Carolina at Charlotte; Ph.D., University of Maryland at College Park; Assistant Professor of Accounting.
- Dweik, Bashir** (1999), B.A., Bethlehem University; M.A., American University; Instructor of Mathematics and Statistics.
- Edelman, Richard B.** (1983), B.A., M.B.A., D.B.A., University of Maryland; C.P.A.; Professor of Finance.
- Effross, Walter** (1995), A.B., Princeton University; J.D., Harvard University; Professor of Law.
- Egan, Michelle** (1995), B.A., University of Warwick; M.A., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of Pittsburgh; Assistant Professor of International Service.
- Elliott, Teresa Kay** (1996), B.A., University of California, Berkeley; M.S., Ph.D., The Pennsylvania State University; Assistant Professor of Psychology.
- Enayat, Ali** (1987), B.S., Iowa State University; M.A., Ph.D., University of Wisconsin - Madison; Associate Professor of Mathematics and Statistics.
- Eppright, David** (2000), B.S., M.A., Ph.D., The University of Texas at Austin; Scholar in Residence of Marketing.
- Fagelson, David Russell** (1996), B.A., Wesleyan University; J.D., University of Michigan; M.Phil., Ph.D., Oxford University; Assistant Professor of Justice.
- Fantie, Bryan D.** (1989), D.E.C., Dawson College; B.A., Concordia University; M.A., Ph.D., Dalhousie University; Associate Professor of Psychology.
- Farley, Christine Haight** (1999), B.A., State University of New York at Binghamton; J.D., State University of New York at Buffalo; LL.M., Columbia University; Assistant Professor of Law.
- Farquhar, Katherine** (1989), B.A., Wellesley College; M.A.T., Harvard University; M.A., Ph.D., Boston University; Associate Professor of Public Administration.
- Farsoun, Samih K.** (1973), A.B., Hamilton College; M.A., Ph.D., University of Connecticut; Professor of Sociology and Dean, College of Arts and Sciences, American University, Sharjah.
- Fawcett, Caroline S.** (1998), B.A., University of New Mexico; M.A., American University; Ph.D., The Johns Hopkins University; Assistant Professor of International Service.
- Feder, Ellen** (1998), B.A., Wesleyan University; M.A., Ph.D., State University of New York at Stony Brook; Assistant Professor of Philosophy.
- Feinberg, Robert M.** (1989), B.A., University of Pennsylvania; Ph.D., University of Virginia; Professor of Economics.
- Felbinger, Claire** (1998), A.B., Augustana College; M.A., Ph.D., University of Wisconsin - Milwaukee; Associate Professor of Public Administration and Department Chair.
- Feris, Loreta** (2000), B.A., LL.B., University of Stellenbosch; LL.M., Georgetown University; Practitioner in Residence of Law.
- Fick, Barbara Rebecca** (2000), B.A., Lafayette College; M.A., University of Tennessee; M.Ed., University of Oklahoma; Assistant Professor of Language and Foreign Studies.
- Findlay, Eileen** (1994), B.A., Oberlin College; M.A., Ph.D., University of Wisconsin; Associate Professor of History.
- Fisher, Ronald J.** (1998), B.A., M.A., University of Saskatchewan; Ph.D., University of Michigan; Professor of International Service.
- Fisk, Deborah Payne** (1985), B.A., Loyola University; M.A., Ph.D., University of California, Los Angeles; Associate Professor of Literature.
- Floro, Maria Sagrario** (1988), B.S., University of the Philippines; M.A., Monash University; Ph.D., Stanford University; Associate Professor of Economics.
- Flournoy, Nancy** (1988), B.S., M.S., University of California, Los Angeles; Ph.D., University of Washington; Professor of Mathematics and Statistics.
- Fong, Daniel** (1988), B.A., University of California, Berkeley; M.S., University of Oklahoma; Ph.D., Northwestern University; Associate Professor of Biology.
- Ford, Alan M.** (2000), B.A., Swarthmore College; M.S., American University; Instructor of Computer Science and Information Systems.
- Ford, Gary T.** (1985), B.B.A., Clarkson College of Technology; M.B.A., Ph.D., State University of New York at Buffalo; Professor of Marketing and Department Chair.
- Forst, Brian E.** (1992), B.S., M.B.A., University of California, Los Angeles; Ph.D., The George Washington University; Professor of Justice.
- Fox, Lynn** (1992), B.S.Ed., M.Ed., University of Florida; M.A., Ph.D., The Johns Hopkins University; Associate Professor of Education.
- Frankenhoff, E. Vivian** (2000), B.A., Yale University; J.D., Harvard University; Practitioner in Residence of Law.
- French, Valerie** (1972), B.A., Cornell University; M.A., Ph.D., University of California, Los Angeles; Associate Professor of History.
- Fried, Ian M.** (2000), B.A., College of Wooster; M.A., The Johns Hopkins University; Instructor of International Business.
- Frueh, James Joseph** (1999), B.S., Georgetown University; Ph.D., American University; Assistant Professor of International Service.
- Gallaher, Carolyn** (1998), B.A., Mary Washington College; M.A., Miami University; Ph.D., University of Kentucky; Assistant Professor of International Service.

- Garrard, Mary D.** (1964), B.A., Newcomb College; M.A., Radcliffe College; Ph.D., The Johns Hopkins University; Professor of Art.
- Gelb, Amos** (2000), B.A., Harvard University; Instructor of Communication.
- Gero, Joan M.** (1998), B.A., University of Pennsylvania; M.Ed., Boston College; M.A., Ph.D., University of Massachusetts at Amherst; Assistant Professor of Anthropology.
- Getz, Kathleen A.** (1991), B.S., The Pennsylvania State University; M.B.A., Gannon University; Ph.D., University of Pittsburgh; Associate Professor of Business Administration and Chair, Management Department.
- Gibson, Richard G.** (1992), B.S., M.B.A., University of North Carolina; M.S., Ph.D., University of Maryland; Associate Professor of Computer Science and Information Systems and Department Chair.
- Gill, Lesley** (1992), B.A., Macalester College; M.A., M.Phil., Ph.D., Columbia University; Associate Professor of Anthropology.
- Girard, James E.** (1979), B.A., Lewis College; Ph.D., The Pennsylvania State University; Professor of Chemistry.
- Glou, Jodi** (1998), B.A., M.A., American University; Assistant Professor of Communication.
- Golan, Amos** (1996), B.A., M.S., Hebrew University of Jerusalem; Ph.D., University of California, Berkeley; Associate Professor of Economics.
- Golash, Deirdre** (1990), A.B., Barnard College; J.D., Georgetown University; M.A., Ph.D., University of Maryland; Associate Professor of Justice.
- Goldman, Robert** (1971), B.A., University of Pennsylvania; J.D., University of Virginia; Professor of Law.
- Goldstein, Joshua S.** (1993), B.A., Stanford University; M.S., Ph.D., Massachusetts Institute of Technology; Professor of International Service.
- Goler, Robert L.** (1999), A.B., Yale University; M.A., Case Western Reserve University; Assistant Professor of Performing Arts.
- Gong, Wen** (2000), B.A., Beijing University of Posts and Telecommunications; M.B.A., University of International Business and Economics, Beijing; Ph.D., The George Washington University; Assistant Professor of Marketing.
- Gonzalez, Gabriel E.** (2000), B.A., Universidad Anahuac Del Sur, Mexico; M.A., Ph.D., Georgetown University; Assistant Professor of Economics.
- Goodman, Louis W.** (1986), A.B., Dartmouth College; M.A., Ph.D., Northwestern University; Professor of International Service and Dean, School of International Service.
- Graham, Fred C.** (1988), B.A., Gettysburg College; Ph.D., University of Virginia; Associate Professor of Economics.
- Graham, Michael T.** (1973), B.A., University of Pennsylvania; M.F.A., Yale University; Associate Professor of Art.
- Gray, James J.** (1970), B.A., Maryknoll College; M.A., Ph.D., Fordham University; Professor of Psychology.
- Gray, Mary W.** (1968), A.B., Hastings College; J.D., Washington College of Law of American University; M.A., Ph.D., University of Kansas; Professor of Mathematics and Statistics.
- Gray, Michael A.** (1990), B.S., Auburn University; M.S., Ph.D., The Pennsylvania State University; Associate Professor of Computer Science and Information Systems.
- Grazier, Lorelei M.** (2000), B.A., American University; M.F.A., Basel School of Design, Switzerland; Assistant Professor of Art.
- Greenberg, Gershon** (1973), B.A., Bard College; Ph.D., Columbia University; Professor of Philosophy.
- Griffith, Robert** (1995), B.A., Depauw University; M.A., Ph.D., University of Wisconsin; Professor of History.
- Grossman, Claudio** (1983), L.D., University of Chile; Ph.D., University of Amsterdam; Professor of Law and Dean, Washington College of Law of American University.
- Grossman, Lewis** (1997), B.A., M.Phil., Yale University; J.D., Harvard University; Associate Professor of Law.
- Gutner, Tamar** (1999), B.S., Northwestern University; M.A., The Johns Hopkins University; Ph.D., Massachusetts Institute of Technology; Assistant Professor of International Service.
- Guttman, Egon** (1968), B.A., LL.B., LL.M., University of London; Professor of Law.
- Haaga, David A.F.** (1989), A.B., Harvard University; A.M., Ph.D., University of Southern California; Professor of Psychology.
- Haddad, Malitha** (1996), B.S., Georgia State University; M.S., Georgia Institute of Technology; D.Sci., The George Washington University; Assistant Professor of Computer Science and Information Systems.
- Hager, Mark M.** (1987), A.B., Amherst College; M.A., J.D., Ph.D., Harvard University; Professor of Law.
- Hahnel, Robin E.** (1976), B.A., Harvard University; Ph.D., American University; Professor of Economics.
- Hakim, Jeffrey L.** (1989), B.A., University of Virginia; M.S., The University of Chicago; Ph.D., Columbia University; Associate Professor of Mathematics and Statistics.
- Hall, Jane** (1998), B.A., The University of Texas at Austin; M.S., Columbia University; Assistant Professor of Communication.
- Hammer, Mitchell** (1988), B.A., St. Norbert College; M.A., Ohio University; Ph.D., University of Minnesota; Professor of International Service.
- Hammond, Susan W.** (1972), A.B., Bryn Mawr College; M.A., Ph.D., The Johns Hopkins University; Professor of Government.
- Hansen, Mary Eschelbach** (1999), B.S., St. Louis University; Ph.D., University of Illinois; Assistant Professor of Economics.
- Hanus, Jerome J.** (1966), B.A., Seattle University; M.A., University of Washington; Ph.D., University of Maryland; Professor of Government.
- Hardwick, Charley D.** (1967), B.A., Southern Methodist University; B.D., Drew University; M.A., Ph.D., Yale University; Professor of Philosophy.
- Harnden, Glenn P.** (1969), A.B., M.A., Stanford University; Professor of Communication and Acting Dean, School of Communication.
- Harre, Rom** (2001), B.S., Kings College, Auckland; B.Phil., M.A., Oxford University; M.A., Kings College; Philosopher in Residence.
- Harris, Nadia** (1987), B.A., George Mason University; M.A., Ph.D., Georgetown University; Associate Professor of Language and Foreign Studies.
- Hastak, Manoj** (1989), B.Sc., Birla Institute of Technology and Science; M.B.A., Indian Institute of Management; Ph.D., The Pennsylvania State University; Associate Professor of Marketing.
- Haynie, Ron** (1984), B.A., M.F.A., American University; Associate Professor of Art.

- Hazilla, Michael** (1988), B.S., Western Michigan University; M.A., University of Michigan; M.S., Ph.D., State University of New York at Binghamton; Associate Professor of Economics.
- Headlee, Sue** (1987), B.A., DePauw University; M.A., The George Washington University; Ph.D., American University; Assistant Professor of Economics and the Washington Semester Program.
- Hein, Teresa L.** (1996), B.S., M.S., South Dakota State University; Ph.D., Kansas State University; Assistant Professor of Physics.
- Hendrix, Jerry A.** (1965), B.A., Texas A&M University; M.A., University of Oklahoma; Ph.D., Louisiana State University; Professor of Communication.
- Henning, Randall** (1995), B.A., Stanford University; M.A., Ph.D., Tufts University; Associate Professor of International Service.
- Hernandez, Consuelo** (1995), B.A., University of Antioquia; M.A., Simon Bolivar University; Ph.D., New York University; Associate Professor of Language and Foreign Studies.
- Higgins, Andrew** (1996), B.A., Springfield College; M.A., University of Massachusetts; Writing Instructor.
- Hijazi, Rafiq H.** (2000), B.S., Birzeit University, West Bank; M.S., American University; Instructor of Mathematics and Statistics.
- Hirschmann, David** (1986), B.A., L.L.B., M.A., Ph.D., University of Witwatersrand; Associate Professor of International Service and Division Director, International Development.
- Holmberg, Stevan R.** (1977), B.S., The University of Tulsa; M.B.A., D.B.A., Indiana University; Professor of Business Administration.
- Holtermann, Esther M.** (2000), B.S., Reutlingen University, Germany; M.A., American University; Instructor of Language and Foreign Studies.
- Holzager, Richard A.** (1970), A.B., Columbia University; A.M., Ph.D., Harvard University; Professor of Mathematics and Statistics.
- Horton, Derek** (1993), B.Sc., Ph.D., D.Sc., University of Birmingham; Professor of Chemistry and Horace S. and May Davidson Isbell Chair in Natural Products Chemistry.
- Howes, Alice C.** (2000), B.A., James Madison University; M.A., American University; Dancer in Residence.
- Husted, Thomas A.** (1986), A.B., University of Michigan; Ph.D., University of North Carolina at Chapel Hill; Professor of Economics.
- Irvine Belson, Sarah** (1995), B.A.E., M.A., Ph.D., Arizona State University; Assistant Professor of Education.
- Isaac, Alan G.** (1987), B.A., B.S., M.A., Ph.D., University of California, Davis; Associate Professor of Economics.
- Israeli, Alina** (1991), B.A., Leningrad State University; M.Phil., Ph.D., Yale University; Associate Professor of Language and Foreign Studies.
- Ivers, Gregg** (1989), B.A., University of Missouri; M.A., Ph.D., Emory University; Associate Professor of Government and Department Chair.
- Jackson, Patrick Thaddeus** (2000), B.A., Michigan State University; M.A., M.Phil., Ph.D., Columbia University; Assistant Professor of International Service.
- Jacobs, David Carroll** (1986), B.A., M.A., University of Michigan; Ph.D., Cornell University; Associate Professor of Business Administration.
- Jacobs, Frederic** (1985), B.A., Dickinson College; M.A., Ph.D., University of Pennsylvania; Professor of Education.
- Jacoby, Philip F.** (1972), A.B., Boston College; M.S., Northeastern University; Ph.D., The George Washington University; C.P.A.; Associate Professor of Accounting and Department Chair.
- Jaszi, Peter A.** (1976), A.B., J.D., Harvard University; Professor of Law.
- Jayaswal, Leena** (1999), B.A., American University; M.F.A., Maryland Institute College of Art; Assistant Professor of Communication.
- Jennings, Caleen** (1989), B.A., Bennington College; M.F.A., New York University; Professor of Performing Arts.
- Jernigan, Robert W.** (1978), B.A., M.A., Ph.D., University of South Florida; Professor of Mathematics and Statistics.
- Johnson, Leah** (1997), B.A., Syracuse University; M.A., Music University of Connecticut; M.A., American University; Writing Instructor.
- Johnson, Robert** (1977), B.A., Fairfield University; M.A., Ph.D., State University of New York at Albany; Professor of Justice and Department Chair.
- Jones, Gary K.** (2000), B.S., Virginia Polytechnic Institute and State University; M.B.A., University of Richmond; Instructor of International Business.
- Jorgens, Jack J.** (1975), B.A., Carleton College; M.A., City College of New York; Ph.D., New York University; Professor of Literature.
- Joyner, Patrick Kelly** (2000), B.A., Virginia Polytechnic Institute and State University; M.F.A., George Mason University; Writing Instructor.
- Kahn, Deborah** (1989), B.F.A., Kansas City Art Institute; M.F.A., Yale University; Associate Professor of Art.
- Kalman, Dan** (1993), B.S., Harvey Mudd College; M.A., Ph.D., University of Wisconsin - Madison; Associate Professor of Mathematics and Statistics.
- Kamoie, Laura Croghan** (2000), B.A., Dickinson College; M.A., Ph.D., The College of William and Mary; Assistant Professor of History.
- Kane, Robert J.** (2000), B.S., M.S., California State University, Sacramento; Ph.D., Temple University; Assistant Professor of Justice.
- Kang, Cheoul-Shin** (1987), B.S.E.E., Hanyang University, Korea; M.S., Ph.D., Oregon State University; Assistant Professor of Computer Science and Information Systems.
- Karalis, Harriett Lee** (1996), B.A., M.A., San Diego State University; Writing Instructor.
- Karch, Robert C.** (1969), B.S., University of Maryland; M.Ed., Ed.D., American University; Professor of Health and Fitness and Department Chair, Director, National Center for Health and Fitness.
- Kaufman, Anne Lee** (2001), B.A., Smith College; M.A., University of Montana; Writing Instructor.
- Keheo, Patrick E.** (1973), B.C.S., Seattle University; J.D., M.L.Lib., University of Washington; Professor of Law and Director of the Law Library.
- Kerwin, Cornelius M.** (1975), B.A., American University; M.A., University of Rhode Island; Ph.D., The Johns Hopkins University; Professor of Public Administration and University Provost.
- Khambata, Dara** (1982), B.S., Emerson College; M.B.A., University of Karachi; M.B.A., Columbia University; D.B.A., The George Washington University; Professor of International Business.

- Khorramshahgol, Reza** (1989), B.S., University of Tehran; M.E.A., D.Sc., The George Washington University; Associate Professor of Computer Science and Information Systems.
- Kim, Kihoo** (2000), B.S., Brock University; M.S., Florida International University; Ph.D., The State University of New York at Buffalo; Assistant Professor of Biology.
- Kimes, Don** (1988), B.A., Westminster College; M.F.A., City University of New York; Professor of Art and Department Chair.
- Kincade, William** (1989), B.A., Princeton University; M.A., Ph.D., American University; Associate Professor of International Service.
- King, Cynthia P.** (1999), B.A., M.A., Auburn University; Assistant Professor of Communication.
- King, John** (1996), B.A., M.A., Ph.D., University of North Texas; Assistant Professor of International Service.
- Kinsella, David** (1997), B.A., University of California, Irvine; M.A., M.Phil., Ph.D., Yale University; Assistant Professor of International Service.
- Kirby, David** (1996), B.S., University of Illinois; Ph.D., University of Maryland; Assistant Professor of Biology.
- Kittrie, Nicholas N.** (1964), A.B., LL.B., M.A., University of Kansas; LL.M., S.I.D., Georgetown University; University Professor of Law.
- Klein, Ira N.** (1968), B.S., M.A., Ph.D., Columbia University; Associate Professor of History.
- Koenig, Dolores B.** (1980), A.B., The University of Chicago; M.A., Ph.D., Northwestern University; Associate Professor of Anthropology.
- Konakliya, Monika Ilieva** (1999), M.S., State University Medical Academy, Sofia; Ph.D., The State University of New York at Buffalo; Assistant Professor of Chemistry.
- Kovacic-Fleischer, Candace** (1981), A.B., Wellesley College; J.D., Northeastern University; Professor of Law.
- Kramer, Robert** (2000), B.A., Brooklyn College; M.P.A., Ph.D., The George Washington University; Assistant Professor of Public Administration.
- Krasnow, Iris B.** (1994), A.B., Stanford University; Assistant Professor of Communication and the Washington Semester Program.
- Kraut, Alan M.** (1974), B.A., Hunter College; M.A., Ph.D., Cornell University; Professor of History.
- Kravetz, Katharine** (1991), B.A., Radcliffe College; J.D., Georgetown University; Assistant Professor of Justice and the Washington Semester Program.
- Kumar, Parmeswar C.** (1980), B.Sc., University of Bombay; B.E., University of Baroda; D.B.M., University of Madras; Ph.D., The Pennsylvania State University; Associate Professor of Finance.
- Kundu, Subrata** (1999), B.Stat., M.Stat., Indian Statistical Institute, Calcutta; Ph.D., University of Illinois at Urbana-Champaign; Assistant Professor of Mathematics and Statistics.
- Kusterer, Kenneth C.** (1973), B.A., Yale University; M.A., Ph.D., Washington University; Professor of Sociology.
- Kuznick, Peter J.** (1986), B.A., M.A., Ph.D., Rutgers State University; Associate Professor of History.
- La Salle, Anita** (1988), B.S., M.S., Newark College of Engineering; Ph.D., Stevens Institute of Technology; Professor of Computer Science and Information Systems.
- Ladner, Benjamin** (1994), B.A., Baylor University; B.D., Southern Seminary; Ph.D., Duke University; Professor of Philosophy and University President.
- Laitch, Melissa D.** (1999), B.A., Virginia Polytechnic Institute and State University; M.F.A., Norwich University; Assistant Professor of Communication.
- Lancaster, Robert E.** (2000), B.A., Millsaps College; J.D., Tulane University; Practitioner in Residence of Law.
- Lane, Julia Ingrid** (1990), B.A., Massey University; M.A., Ph.D., University of Missouri; Professor of Economics.
- Lane, Ruth A.** (1967), B.S., Simmons College; Ph.D., Georgetown University; Associate Professor of Government.
- Lang, Elizabeth** (1999), B.A., Randolph-Macon Woman's College; M.A., University of Pennsylvania; Instructor of Language and Foreign Studies.
- Langa, Helen** (1994), B.F.A., Temple University; M.A., University of Colorado; Ph.D., University of North Carolina at Chapel Hill; Associate Professor of Art.
- Langbein, Laura I.** (1973), B.A., Oberlin College; Ph.D., University of North Carolina; Professor of Public Administration.
- Larson, Charles R.** (1965), B.A., M.A., University of Colorado; Ph.D., Indiana University; Professor of Literature.
- Leap, William L.** (1970), B.A., Florida State University; Ph.D., Southern Methodist University; Professor of Anthropology.
- Lee, Hakbae** (1998), B.A., M.A., Yonsei University; Ph.D., University of Minnesota; Assistant Professor of Mathematics and Statistics.
- LeoGrande, William M.** (1978), A.B., M.A., Ph.D., Syracuse University; Professor of Government.
- Leonard, Keith** (1999), B.A., Yale University; M.A., University of North Carolina; Ph.D., Stanford University; Assistant Professor of Literature.
- Lerman, Robert I.** (1989), A.B., Brandeis University; Ph.D., Massachusetts Institute of Technology; Professor of Economics.
- Levine, Alan** (1994), B.A., The University of Chicago; M.A., Ph.D., Harvard University; Assistant Professor of Government.
- Levine, Helen** (2001), B.A., Rutgers State University; M.A., Jersey City State Teacher's College; Instructor of Education.
- Levinson, Jerome** (1996), B.A., LL.B., Harvard University; Distinguished Lawyer in Residence.
- Levinson, Nanette S.** (1980), A.B., Ed.M., Ed.D., Harvard University; Associate Professor of International Service and Associate Dean, School of International Service.
- Lewis, C. Stanley** (1990), B.A., Wesleyan University; B.F.A., M.F.A., Yale University; Professor of Art.
- Lewis, Peter M.** (1993), B.A., University of California; M.A., Ph.D., Princeton University; Associate Professor of International Service.
- Lichtman, Allan J.** (1973), B.A., Brandeis University; Ph.D., Harvard University; Professor of History and Department Chair.
- Lieber, Harvey** (1969), B.A., Yeshiva University; M.P.A., Syracuse University; Ph.D., Columbia University; Associate Professor of Public Administration.
- Linowes, Richard G.** (1986), B.A., Princeton University; M.S., University of Michigan; D.B.A., Harvard University; Assistant Professor of Business Administration.

- Linville, Charles** (1998), B.S., M.S., Case Western Reserve University; Ph.D., Carnegie Mellon University; Assistant Professor of Computer Science and Information Systems.
- Lo, Edwin** (2000), B.S., The Chinese University of Hong Kong; M.A., Ph.D., The Johns Hopkins University; Assistant Professor of Physics.
- Loesberg, Jonathan** (1982), A.B., Brown University; M.A., Ph.D., Cornell University; Professor of Literature and Department Chair.
- Losey, Robert L.** (1982), B.A., Centre College; M.A., Ph.D., University of Kentucky; Associate Professor of Finance and Department Chair.
- Lotze, Conrad** (1999), B.S., The College of William and Mary; M.A., West Virginia University; Instructor of Mathematics and Statistics.
- Lowenthal, Diane J.** (2000), B.A., University of Michigan; Ph.D., Carnegie Mellon University; Assistant Professor of Government.
- Lubbers, Jeffrey** (1997), A.B., Cornell University; J.D., The University of Chicago; Practitioner in Residence of Law.
- Lubich, Bruce H.** (1996), B.A., University of Maryland; M.A., Ph.D., The Pennsylvania State University; Assistant Professor of Accounting.
- Lublin, David** (1998), B.A., Yale University; A.M., Ph.D., Harvard University; Assistant Professor of Government.
- Lubrano, Linda** (1968), B.A., Hunter College; M.A., Ph.D., Indiana University; Professor of International Service.
- Lusane, Clarence** (1997), B.A., Wayne State University; M.A., Ph.D., Howard University; Assistant Professor of International Service.
- Lustig, Arnost** (1973), M.A. Ing., Ph.D., University of Prague; Professor of Literature.
- Lynch, James Patrick** (1985), B.A., Wesleyan University; M.A., Ph.D., The University of Chicago; Professor of Justice.
- Lyon, Mary Beth** (1998), B.A., University of North Carolina at Chapel Hill; M.S., J.D., Georgetown University; Practitioner in Residence of Law.
- Macharia, Kinuthia** (1995), B.A., University of Nairobi; M.A., Ph.D., University of California, Berkeley; Assistant Professor of Sociology.
- Maish, Christian J.** (1988), B.A., Ohio Dominican College; M.A., Ph.D., American University; Assistant Professor of International Service and the Washington Semester Program.
- Mallek, James Randolph** (1998), B.A., M.S., University of California, Irvine; M.P.A., Ph.D., University of Texas at Austin; Assistant Professor of Accounting.
- Mandel, Alan R.** (1966), B.S., M.S., Juilliard School of Music; Diploma, Academie Mozarteum; Diploma, Conservatorio Monteve; Professor of Performing Arts.
- Mardirosian, Gail Humphries** (1983), B.A., Allegheny College; M.A., American University; Associate Professor of Performing Arts.
- Mardirosian, Haig L.** (1976), B.M., M.M., D.M.A., The Catholic University of America; Professor of Performing Arts and Director, General Education.
- Marlin-Bennett, Renée E.** (1987), B.A., Pomona College; S.M., Ph.D., Massachusetts Institute of Technology; Associate Professor of International Service and Division Director, International Politics and Foreign Policy.
- Martin, Claudia** (2000), J.D., Universidad de Buenos Aires; LL.M., Washington College of Law of American University; Visiting Associate Professor of Law.
- Martin, David C.** (1981), B.A., University of Louisville; M.B.A., University of Toledo; Ph.D., University of Maryland; Professor of Business Administration.
- Mass, Michael** (1974), B.S., University of Pennsylvania; J.D., Georgetown University; Associate Professor of Accounting and Director, University Honors Program.
- May, James P.** (1982), B.A., Carleton College; J.D., Harvard University; Professor of Law.
- Mazis, Michael B.** (1979), B.S., University of Pennsylvania; M.B.A., New York University; Ph.D., The Pennsylvania State University; Professor of Marketing.
- McCann, Richard** (1988), B.A., Virginia Commonwealth University; M.A., Hollins College; M.A., Ph.D., University of Iowa; Associate Professor of Literature.
- McCarthy, Arlene T.** (2000), B.A., Barnard College; J.D., The University of Texas; Legal Writing Instructor in Residence.
- McCarthy, Barry W.** (1969), B.A., Loyola University; M.A., Ph.D., Southern Illinois University; Professor of Psychology.
- McCurdy, Howard E.** (1968), B.A., M.A., University of Washington; Ph.D., Cornell University; Professor of Public Administration.
- McGuire, Eugene G.** (1990), B.S., University of Maryland; M.S., Ph.D., American University; Associate Professor of Computer Science and Information Systems.
- McNett, Jr., Charles W.** (1967), B.A., Ph.D., Tulane University; Professor of Anthropology.
- Medsker, Larry** (1988), B.A., M.S., Ph.D., Indiana University; Professor of Physics.
- Mehlert, Peter** (1972), B.S., Boston University; M.Ed., American University; Assistant Professor of Health and Fitness.
- Mendenhall, Christian** (1990), B.A., University of St. Thomas; M.A., University of Dallas; Ph.D., Northwestern University; Associate Professor of Performing Arts.
- Mertus, Julie A.** (2000), J.D., Yale University; Assistant Professor of International Service.
- Meurs, Mieke E.** (1989), B.A., University of Wisconsin - Madison; Ph.D., University of Massachusetts; Associate Professor of Economics.
- Miller, Binny** (1988), B.A., Carleton College; J.D., The University of Chicago; Professor of Law.
- Miller, Kent** (1999), B.S., B.S., M.S., Ph.D., Carnegie Mellon University; Assistant Professor of Computer Science and Information Systems.
- Milstein, Elliott S.** (1972), B.A., University of Hartford; J.D., University of Connecticut; LL.M., Yale University; Professor of Law.
- Mitra, Anusree** (1990), B.A., University of Calcutta; M.B.A., Ph.D., University of Florida; Associate Professor of Marketing.
- Mittelman, James H.** (1992), B.A., Michigan State University; M.A., Ph.D., Cornell University; Professor of International Service.
- Moak, Denise L.** (2000), B.A., Northeastern University; Instructor of Communication.

- Montes-Armenteros, Chemi** (1999), B.F.A., University of Salamanca; M.F.A., The Pennsylvania State University; Assistant Professor of Art.
- Moomau, Glenn** (1995), B.A., M.F.A., University of Maryland; Writing Instructor.
- Morella, Anthony C.** (1962), A.B., Boston University; J.D., Washington College of Law of American University; Professor of Law.
- Mowlana, Hamid** (1968), B.A., M.S., Ph.D., Northwestern University; Professor of International Service and Division Director, International Communication.
- Moyer, Kermit W.** (1970), B.A., M.A., Ph.D., Northwestern University; Professor of Literature.
- Mroczkowski, Tomasz** (1985), M.S., Jagiellonian University; Ph.D., Academy of Economics; Professor of International Business.
- Mulker, Ronald E.** (1968), B.A., U.S. Air Force Academy; M.A., Ludwig Maximilian University; Ph.D., American University; Professor of Economics.
- Mullins, Daniel R.** (1997), B.S., Central Michigan University; M.P.A., The University of Georgia; Ph.D., Syracuse University; Assistant Professor of Public Administration.
- Murray, Shoon** (1994), B.A., Oberlin College; M.A., Ph.D., Yale University; Associate Professor of International Service.
- Musell, Kay J.** (1974), A.A., B.A., M.A., Ph.D., University of Iowa; Professor of Literature and Dean, College of Arts and Sciences.
- Myers, Raymond** (2000), B.A., M.I.S., American University; Instructor of Computer Science and Information Systems.
- Nadell, Pamela S.** (1982), B.A., Rutgers State University; M.A., Ph.D., The Ohio State University; Professor of History and Director, Jewish Studies Program.
- Nakazato, Yuji** (1999), B.A., International Christian University; M.A., The University of Wisconsin - Madison; Ph.D., Georgetown University; Assistant Professor of Language and Foreign Studies.
- Nelson, Candice J.** (1990), B.A., Wheaton College; M.A., University of California, Los Angeles; Ph.D., University of California, Berkeley; Associate Professor of Government.
- Newman, Saul** (1989), B.A., Columbia University; M.A., Ph.D., Princeton University; Associate Professor of Government.
- Prickerson, David** (1994), B.A., University of Missouri; M.A., Ph.D., Northwestern University; Associate Professor of Economics.
- Niles, Mark** (1998), B.A., Wesleyan University; J.D., Stanford University; Assistant Professor of Law.
- Noble, Marianne K.** (1993), B.A., Georgetown University; M.A., M.Phil., Ph.D., Columbia University; Associate Professor of Literature.
- Nolan, John P.** (1989), B.S., University of Maryland; Ph.D., University of Virginia; Professor of Mathematics and Statistics and Department Chair.
- O'Connor, Karen** (1995), B.A., State University of New York College at Buffalo; J.D., Ph.D., State University of New York at Buffalo; Professor of Government.
- O'Melinn, Liam** (1997), B.A., University of California, Santa Cruz; J.D., Columbia University; Ph.D., Yale University; Assistant Professor of Justice.
- Oliver, Amy A.** (1989), B.A., Purdue University; M.A., Ph.D., University of Massachusetts; Associate Professor of Language and Foreign Studies and Director, Women's and Gender Studies Program.
- Olmsted, Jill** (1989), B.A., University of Minnesota; M.A., American University; Associate Professor of Communication.
- Olsen, Elena B.** (2000), B.A., Universidad Externado de Colombia; Instructor of Language and Foreign Studies.
- Orenstein, Denise G.** (1989), B.A., Bennington College; M.A.T., Brown University; Writing Instructor.
- Orentlicher, Diane** (1992), B.A., Yale University; J.D., Columbia University; Professor of Law.
- Orwant, Jack E.** (1970), B.A., M.A., University of Michigan; M.S., American University; Ph.D., University of Iowa; Professor of Communication.
- Owring Ojaboni, Mohammad** (1986), B.A., College of Economic and Social Science; M.S., Ph.D., University of Oklahoma; Professor of Computer Science and Information Systems.
- Oxman, Mark** (1976), Certificate of Merit, City and Guilds of London Art School; Professor of Art.
- Park, Walter G.** (1991), B.A., University of Toronto; M.Phil., University of Oxford; Ph.D., Yale University; Associate Professor of Economics.
- Parker, Scott R.** (1974), A.B., M.A., Ph.D., Columbia University; Professor of Psychology and Mathematics and Statistics.
- Pasha, Mustapha** (1993), B.A., Forman Christian College; LL.B., Punjab University Law College; M.A., Ph.D., University of Denver; Associate Professor of International Service.
- Peach, Lucinda Joy** (1997), B.A., University of Massachusetts at Amherst; J.D., New York University; M.A., Ph.D., Indiana University; Assistant Professor of Philosophy.
- Penny, Robert** (2000), B.S., University of Alabama; M.I.M., The American Graduate School of International Management; Ph.D., George Mason University; Assistant Professor of International Business.
- Perlin, Jan** (1999), B.A., University of Wisconsin; J.D., City University of New York; Practitioner in Residence of Law.
- Perlmutter, Amos** (1972), B.A., M.A., Ph.D., University of California, Berkeley; Professor of Government.
- Perry, Anne C.** (1983), B.A., Randolph-Macon Woman's College; M.A., Duke University; M.I.M., American Graduate School of International Management; Ph.D., Washington University; D.B.A., The George Washington University; Associate Professor of International Business and Department Chair.
- Persaud, Randolph** (1997), B.A., Yale University; Ph.D., York University; Assistant Professor of International Service.
- Peters, Beverly** (1999), B.A., M.A., California State University, Sacramento; Ph.D., University of Pittsburgh; Assistant Professor of International Service and the Washington Semester Program.
- Pether, Penelope** (2000), B.A., University of Sidney; M.Litt., University of New England; Ph.D., University of Sidney; Associate Professor of Law.
- Peynircioglu, Zehra** (1988), A.B., Stanford University; M.A., Princeton University; Ph.D., Rice University; Associate Professor of Psychology.

- Phillips, Roy F.** (1998), B.A., The College of William and Mary; M.A., American University; Ph.D., The Rand Graduate School; Research Assistant Professor of International Service.
- Pibel, Charles David** (1997), B.S., Harvey Mudd College; Ph.D., University of California, Berkeley; Assistant Professor of Chemistry.
- Pike, Andrew D.** (1984), B.A., Swarthmore College; J.D., University of Pennsylvania; Professor of Law and Associate Dean for Faculty and Academic Affairs, Washington College of Law of American University.
- Pike, David** (1995), B.A., Swarthmore College; M.A., Ph.D., Columbia University; Assistant Professor of Literature.
- Polikoff, Nancy D.** (1988), B.A., University of Pennsylvania; J.D., Georgetown University; M.A., The George Washington University; Professor of Law.
- Popper, Andrew F.** (1978), B.A., Baldwin-Wallace College; J.D., DePaul University; LL.M., The George Washington University; Professor of Law.
- Porfiri, Dave** (2000), B.A., University of Miami; M.F.A., University of Southern California; Assistant Professor of Communication.
- Prejean, Andrea** (1996), B.A., M.Ed., Ph.D., University of Central Florida; Assistant Professor of Education.
- Prevots, Naima** (1967), B.A., Brooklyn College; M.S., University of Wisconsin; Ph.D., University of Southern California; Professor of Performing Arts and Department Chair.
- Rabie, Huwaida Salim** (2000), B.S., Bethlehem University; M.S., American University; Instructor of Mathematics and Statistics.
- Radner, Joan** (1971), A.B., Radcliffe College; M.A., Ph.D., Harvard University; Professor of Literature.
- Raskin, Jamin B.** (1990), B.A., J.D., Harvard University; Professor of Law.
- Read, Simon** (1999), B.S., Ph.D., University of Manchester Institute of Science and Technology; Assistant Professor of Computer Science and Information Systems.
- Reagon, Bernice Johnson** (1993), B.A., Spelman College; Ph.D., Howard University; Distinguished Professor of History.
- Redden Candace** (1999), B.A., University of Toronto; M.A., Ph.D., Dalhousie University; Instructor of Government.
- Reeb, David** (1998), B.A., Louisiana State University; M.S., Georgia State University; Ph.D., University of South Carolina; Assistant Professor of International Business.
- Reiman, Jeffrey H.** (1970), B.A., Queens College; M.A., Ph.D., The Pennsylvania State University; Professor of Philosophy.
- Reiss, Howard R.** (1969), B.A.E., M.A.E., Polytechnic Institute of New York; Ph.D., University of Maryland; Professor of Physics.
- Ribiere, Vincent** (1998), B.S., M.A., I.S.A.I.I./I.R.A. - Arles, France; D.E.A., M. Eng., University of Aix-Marseilles; Instructor of Computer Science and Information Systems.
- Rice, Paul R.** (1974), B.B.A., Marshall University; J.D., West Virginia University; LL.M., Yale University; Professor of Law.
- Richardson, Jr., John M.** (1975), A.B., Dartmouth College; Ph.D., University of Minnesota; Professor of International Service.
- Riddick, Leigh A.** (1989), B.A., Hendrix College; M.A., University of Arkansas; M.S., Ph.D., University of Wisconsin - Madison; Associate Professor of Finance.
- Riley, Anne Curtin** (1981), B.A., Nazareth College; M.S., Syracuse University; D.B.A., The George Washington University; C.P.A.; Assistant Professor of Accounting.
- Riley, Anthony L.** (1976), B.A., University of North Carolina; Ph.D., University of Washington; Professor of Psychology and Department Chair.
- Robbins, Ira P.** (1979), A.B., University of Pennsylvania; J.D., Harvard University; Professor of Law.
- Robe, Michel A.** (1999), License, Université de Liège; M.S., Ph.D., Carnegie Mellon University; Assistant Professor of Finance.
- Rockwell, Rick** (1997), B.S., Northwestern University; M.A., University of Southern California, Los Angeles; Assistant Professor of Communication.
- Rodamar, Daniele** (1987), L.M., Université de Provence; Ph.D., University of Michigan; Associate Professor of Language and Foreign Studies.
- Rodier, David F. T.** (1967), B.A., Drury College; Ph.D., Vanderbilt University; Associate Professor of Philosophy and Department Chair.
- Rodriguez-Pinzon, Diego** (2000), J.D., Universidad de los Andes; LL.M., Washington College of Law of American University; Visiting Associate Professor of Law.
- Rojer, Olga E.** (1987), B.A., Mount Holyoke College; M.A., American University; Ph.D., University of Maryland; Associate Professor of Language and Foreign Studies and Department Chair.
- Roomkin, Myron** (1998), B.S., Cornell University; M.S., Ph.D., University of Wisconsin; Professor of Business Administration and Dean, Kogod School of Business.
- Roscher, Nina M.** (1974), B.S., University of Delaware; Ph.D., Purdue University; Professor of Chemistry and Department Chair.
- Rosenbloom, David H.** (1990), A.B., Marietta College; M.A., Ph.D., The University of Chicago; Distinguished Professor of Public Administration.
- Ross, Bernard H.** (1967), B.S., University of Pennsylvania; M.A., Ph.D., New York University; Professor of Public Administration and Director, World Capitals Program.
- Rossotti, Jack E.** (1987), B.A., Northwestern University; M.A., Ph.D., Syracuse University; J.D., The Catholic University of America; Assistant Professor of Government and the Washington Semester Program.
- Rubenstein, Roberta** (1969), B.A., University of Colorado; Ph.D., University of London; Professor of Literature.
- Ruskola, Teemu** (1999), B.A., Stanford University; J.D., Yale University; Assistant Professor of Law.
- Sadker, David G.** (1973), B.A., City College of New York; M.A.T., Harvard University; Ed.D., University of Massachusetts; Professor of Education.
- Said, Abdul Aziz** (1957), B.S., M.A., Ph.D., American University; Professor of International Service and Mohammed Said Farsi Chair of Islamic Peace and Division Director, International Peace and Conflict Resolution.
- Salla, Michael Emin** (1996), B.A., M.A., University of Melbourne; Ph.D., University of Queensland; Assistant Professor of International Service.
- Salzman, James** (1995), B.A., Yale College; M.S., J.D., Harvard University; Associate Professor of Law.
- Samarasinghe, Vidyamali** (1990), B.A., University of Ceylon; Ph.D., University of Cambridge; Associate Professor of International Service.

- Sampson, Michael P.** (1983), B.S., M.B.A., J.D., Cornell University; LL.M., Georgetown University; C.P.A.; Professor of Accounting.
- Sapieyewski, Jerzy** (1975), Diploma, State Advanced School of Music, Gdansk; M.M., The Catholic University of America; Professor of Performing Arts.
- Sargentich, Thomas O.** (1983), B.A., J.D., Harvard University; M.Phil., Oxford University; Professor of Law.
- Savage, Joanne** (1998), B.A., B.A., Southern Illinois University at Carbondale; M.A., Ph.D., University of California, Irvine; Assistant Professor of Justice.
- Sawers, Larry B.** (1969), B.A., Duke University; M.A., Ph.D., University of Michigan; Professor of Economics and Department Chair.
- Schaeff, Catherine** (1993), B.Sc., University of Toronto; M.Sc., University of Ottawa; Ph.D., Queen's University; Associate Professor of Biology and Department Chair.
- Schafer, Alison** (1997), B.A., University of Pennsylvania; M.A., The Johns Hopkins University; Assistant Professor of Communication.
- Schiller, Bradley R.** (1980), B.A., University of California, Berkeley; Ph.D., Harvard University; Professor of Public Administration.
- Schillinger, John A.** (1990), B.A., Monmouth College; M.A., University of Illinois; M.A., Ph.D., University of Wisconsin; Professor of Language and Foreign Studies.
- Schneider, Cathy** (1994), B.A., M.A., State University of New York at Albany; Ph.D., Cornell University; Associate Professor of International Service.
- Schoepfle, Robert N.** (2000), B.S., M.A., University of California, Berkeley; M.S., Ph.D., University of Wisconsin - Madison; Assistant Professor of Economics.
- Schwartz, Herman** (1982), A.B., J.D., Harvard University; Professor of Law.
- Schydrowsky, Daniel M.** (1990), B.A., LL.B., A.M., San Marcos University; M.A., Ph.D., Harvard University; Professor of Economics.
- Scott, Robert W.** (1997), B.A., Macalester College; M.F.A., American University; Writing Instructor.
- Selman, Victor** (1976), B.A., New York University; M.S., Stevens Institute of Technology; D.Sc., The George Washington University; Associate Professor of Business Administration.
- Semiatin, Richard** (1991), B.A., Connecticut College; M.A., Ph.D., American University; Assistant Professor of Government and the Washington Semester Program.
- Semmel, Stuart** (2000), B.A., M.A., Ph.D., Harvard University; Assistant Professor of History.
- Serra, Ana** (1999), B.A., Universidad de Sevilla; M.A., Northwestern University; Ph.D., The George Washington University; Assistant Professor of Language and Foreign Studies.
- Sha, Richard** (1992), B.A., University of Pennsylvania; M.A., Ph.D., The University of Texas; Associate Professor of Literature.
- Shalleck, Ann** (1988), A.B., Bryn Mawr College; J.D., Harvard University; Professor of Law.
- Shapiro, Judith** (2000), B.A., Princeton University; M.A., University of Illinois at Urbana-Champaign; M.A., University of California, Berkeley; Ph.D., American University; Assistant Professor of International Service.
- Shelley, Louise I.** (1977), B.A., Cornell University; M.A., Ph.D., University of Pennsylvania; Professor of Justice.
- Siegel, Mary A.** (1977), A.B., Vassar College; J.D., Yale University; Professor of Law.
- Silberberg, Alan M.** (1971), B.A., Yale University; M.A., Ph.D., University of Pennsylvania; Professor of Psychology.
- Silva, Luis Manuel Cravo** (1997), A.B., Harvard University; M.F.A., Columbia University; Assistant Professor of Art.
- Silvia, Stephen J.** (1990), B.S., Cornell University; M.Phil., Ph.D., Yale University; Associate Professor of International Service and Director, Ph.D. Program.
- Simon, Rita J.** (1983), B.A., University of Wisconsin; Ph.D., The University of Chicago; University Professor of Justice.
- Simons, Rachel C.** (2000), M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Maryland; Assistant Professor of Art.
- Simpson, Christopher** (1991), M.A., University of Maryland; Associate Professor of Communication.
- Singerman, Diane** (1991), B.A., M.A., Ph.D., Princeton University; Associate Professor of Government.
- Skarew, Myra W.** (1977), B.S., Tufts University; M.A., The Johns Hopkins University; Professor of Literature.
- Slivinski, Thomas** (2000), A.B., Lehigh University; M.S., Ph.D., University of Illinois; Assistant Professor of Management.
- Slotnick, Burton M.** (1974), A.B., Ph.D., University of Illinois; Professor of Psychology.
- Smith, Brenda** (1998), B.A., Spelman College; J.D., Georgetown University; Associate Professor of Law.
- Smith, Edward C.** (1969), U.S.D.A. Graduate School; Georgetown University; Assistant Professor of Anthropology and Director, American Studies Program.
- Smith, Margaret** (1999), B.A., M.A., Boston University; Ph.D., Tufts University; Assistant Professor of International Service and the Washington Semester Program.
- Smith, Sally L.** (1976), A.B., Bennington College; M.A., New York University; Professor of Education.
- Snelling, Anastasia M.** (1996), B.S., University of Connecticut; M.S., Ph.D., American University; Assistant Professor of Health and Fitness.
- Solomon, Julie R.** (1989), B.A., University of Maryland; M.A., Ph.D., University of Pennsylvania; Associate Professor of Literature.
- Sornarajah, Muthucumaraswamy** (2001), LL.B., University of Ceylon; LL.M., Yale Law School; LL.M., LL.D., Ph.D., University of London; Practitioner in Residence of Law.
- Soss, Joe** (1997), B.A., University of Texas at Austin; M.A., Ph.D., University of Wisconsin - Madison; Associate Professor of Government.
- Spragens, Janet R.** (1973), B.A., Wellesley College; M.A., Northwestern University; J.D., The George Washington University; Professor of Law.
- Stack, Richard A.** (1990), B.A., Indiana University; J.D., University of Missouri; Associate Professor of Communication and Director, Public Communications Division.

- Stallings, Virginia** (1989), B.S., Northwestern State University; M.S., Northwestern University; Math.Ed., Ph.D., University of Southern Mississippi; Associate Professor of Mathematics and Statistics and Associate Dean of Academic Affairs, College of Arts and Sciences.
- Stanbury, John** (2000), B.C., Saint Mary's University, Halifax; M.B.A., Concordia University, Montreal; M.A., Ph.D., Ohio State University; Assistant Professor of International Business.
- Steinbrückner, Bruno F.** (1965), Ph.D., University of Innsbruck; Professor of Language and Foreign Studies.
- Steinhorn, Leonard** (1995), B.A., Vassar College; M.A., Ph.D., The Johns Hopkins University; Assistant Professor of Communication.
- Stiles, Sarah C.** (2000), B.A., Southern Methodist University; J.D., Northeastern University; M.A., New York University; Ph.D., Boston University; Assistant Professor of Government.
- Stoecker, Sally** (1996), B.A., University of North Carolina at Chapel Hill; M.A., State University of New York at Albany; Ph.D., The Johns Hopkins University; Research Assistant Professor of International Service.
- Stone, Russell A.** (1991), B.A., McGill University; Ph.D., Princeton University; Professor of Sociology.
- Streitmatter, Rodger A.** (1979), B.A., Southern Illinois University; M.S., Radford College; Ph.D., American University; Professor of Communication.
- Studer, Marlena** (2000), B.A., M.A., Bowling Green State University; Ph.D., University of Michigan; Assistant Professor of Sociology.
- Sullivan, John** (2000), B.S., U.S. Naval Academy; M.S., Naval Postgraduate School; Instructor of Mathematics and Statistics.
- Sun, Youli** (1998), B.A., Beijing Language and Culture University; B.A., Colby College; M.A., Ph.D., The University of Chicago; Visiting Associate Professor of International Service.
- Sung, Myong-Hee** (1999), B.A., Seoul University; Ph.D., State University of New York at Stony Brook; Assistant Professor of Mathematics and Statistics.
- Swasy, John L.** (1987), B.S., M.B.A., The Pennsylvania State University; Ph.D., University of California, Los Angeles; Associate Professor of Marketing.
- Swithers, Meredith** (2000), B.A., University of Delaware; M.A., American University; Writing Instructor.
- Sykes, Patricia L.** (1989), B.A., Boston College; M.A., Ph.D., Yale University; Associate Professor of Government.
- Szegedy-Maszak, Marianne** (1998), B.A., University of Michigan; M.S., Columbia University; Assistant Professor of Communication.
- Tamang, Seira** (2000), B.A., Clark College; Ph.D., American University; Scholar in Residence of International Service.
- Taylor, Henry S.** (1971), B.A., University of Virginia; M.A., Hollins College; Professor of Literature.
- Taylor, Steven J.** (1996), B.S., State University of New York; M.Ed., Florida A&M University; M.A., Ph.D., University of Minnesota; Assistant Professor of Government.
- Tesconi, Jr., Charles A.** (1989), B.S., University of Vermont; M.Ed., Ed.D., University of Cincinnati; Professor of Education and Dean, School of Education.
- Thanh, Pham Chi** (1976), B.Com., Ph.D., University of New South Wales; Professor of Economics.
- Thompson, Robert B.** (2000), B.S., Ph.D., University of Florida; Associate Professor of Accounting.
- Thrower, Susan** (2000), B.A., University of Virginia; J.D., Wake Forest University; Legal Writing Instructor in Residence.
- Thurber, James A.** (1974), B.S., University of Oregon; M.A., Ph.D., Indiana University; Professor of Government and Director, Center for Congressional and Presidential Studies.
- Tigar, Michael** (1998), B.A., J.D., University of California, Berkeley; Professor of Law.
- Tobias, Robert** (1999), B.A., M.B.A., University of Michigan; J.D., The George Washington University; Practitioner in Residence of Public Administration.
- Tomassetti, Benjamin** (1999), B.A., Shenandoah College and Conservatory of Music; M.A., Ph.D., University of Oregon; Assistant Professor of Physics and Director, Audio Technology Program.
- Tougan, Jason** (2000), B.A., University of California, Los Angeles; Ph.D., City University of New York; Assistant Professor of Literature.
- Trotter, Jr., Joseph A.** (1990), B.S.F.S., Georgetown University; J.D., Washington College of Law of American University; Research Professor of Justice.
- Tudge, Christopher Colin** (1999), B.S., M.S., Ph.D., The University of Queensland; Assistant Professor of Biology.
- Tuggle, Francis D.** (1990), S.B., Massachusetts Institute of Technology; M.S., Carnegie Institute of Technology; Ph.D., Carnegie Mellon University; Professor of Business Administration.
- Turaj, Frank** (1965), B.A., M.A., University of Connecticut; Ph.D., Brown University; Professor of Literature.
- Twomey, Jane** (1996), B.A., M.A., California State University; Ph.D., University of Maryland; Assistant Professor of Communication.
- Ungar, Sanford J.** (1986), A.B., Harvard College; M.Sc., The London School of Economics and Political Science; Professor of Communication.
- Van Dyke, Frances** (2000), B.A., Vassar College; M.A., Ph.D., University of Illinois at Chicago; Assistant Professor of Mathematics and Statistics.
- Vasquez, Vivian** (1999), B.A., York University; M.A., Mount Saint Vincent University; Ph.D., Indiana University at Bloomington; Assistant Professor of Education.
- Vaughn, Robert** (1972), B.A., J.D., University of Oklahoma; LL.M., Harvard University; Professor of Law.
- Venturelli, Shalini** (1994), B.S., Illinois State University; M.A., The University of Chicago; Ph.D., University of Colorado; Associate Professor of International Service.
- Verheyen, Dirk** (2000), B.A., Macalester College; M.A., Ph.D., University of California, Berkeley; Associate Professor of International Service.
- Viano, Emilio C.** (1970), B.A., Gregoriana University; M.A., University of Notre Dame; Ph.D., New York University; Professor of Justice.
- Vij, Ritu** (1996), B.A., Lady Shri Ram College; M.A., University of Pune; M.Phil., Jawaharlal Nehru University; Assistant Professor of International Service.
- Vojtechovsky, Miroslav** (1999), M.A., Akademie muzických umení v Praze; Assistant Professor of Communication.

- Volkema, Roger J.** (1988), B.A., Western Michigan University; M.S., Ph.D., University of Wisconsin - Madison; Associate Professor of Business Administration.
- Volpp, Letitia** (1998), A.B., Princeton University; M.S., Harvard University; M.S., University of Edinburgh; J.D., Columbia University; Assistant Professor of Law.
- Vrenios, Elizabeth A.** (1967), B.M., University of the Pacific; M.M., Northwestern University; Professor of Performing Arts.
- Wachtel, Howard M.** (1969), B.S., Temple University; M.A., University of Connecticut; Ph.D., University of Michigan; Professor of Economics.
- Walker, Mark** (1997), B.S., Massachusetts Institute of Technology; M.A., Ph.D., University of California, Berkeley; Assistant Professor of International Service.
- Wallace, Perry** (1991), B.S., Vanderbilt University; J.D., Columbia University; Professor of Law.
- Wapner, Paul** (1991), B.A., University of Colorado; M.A., The University of Chicago; M.A., Ph.D., Princeton University; Associate Professor of International Service.
- Wasil, Jr., Edward A.** (1985), B.S., Fairfield University; M.B.A., Ph.D., University of Maryland; Professor of Business Administration.
- Watson, John C.** (1998), B.A., J.D., Rutgers State University; Ph.D., University of North Carolina at Chapel Hill; Assistant Professor of Communication.
- Weaver, Gary R.** (1968), B.A., M.A., Ph.D., American University; Professor of International Service.
- Weiner, Ronald I.** (1972), B.A., University of Maryland; M.S.W., Howard University; D.S.W., University of Maryland; Professor of Justice.
- Weiss, Stanley J.** (1968), B.A., City College of New York; M.A., Ph.D., The Ohio State University; Professor of Psychology.
- Weissbrod, Carol S.** (1973), B.S., Tufts University; M.A., Ph.D., Northwestern University; Associate Professor of Psychology.
- Whichard, Nancy** (1997), B.A., Purdue University; M.A., The University of Georgia; Writing Instructor.
- White, Alexander** (2000), B.S., M.A., The University of Texas at El Paso; Ph.D., Michigan State University; Assistant Professor of Mathematics and Statistics.
- Williams, Brett** (1976), B.A., Tufts University; Ph.D., University of Illinois; Professor of Anthropology and Department Chair.
- Williams, Joan C.** (1982), B.A., Yale University; M.C.P., Massachusetts Institute of Technology; J.D., Harvard University; Professor of Law.
- Williams, Paul Robert** (1997), A.B., University of California, Davis; J.D., Stanford University; Assistant Professor of International Service and Law and Director, J.D./M.A. Program.
- Williams, Wendy S.** (1989), B.A., Colby College; M.A., American University; Associate Professor of Communication.
- Williamson, Donald T.** (1985), B.A., Hamilton College; M.B.A., J.D., Cornell University; LL.M., Georgetown University; C.P.A.; Professor of Accounting.
- Willoughby, John A.** (1979), B.A., University of Michigan; M.A., Cambridge University; Ph.D., University of California, Berkeley; Associate Professor of Economics.
- Wilson, Richard J.** (1989), B.A., DePaul University; J.D., University of Illinois; Professor of Law.
- Wiseman, Zipporah** (1998), B.A., M.A., McGill University; LL.B., Yale University; Visiting Professor of Law.
- Wisman, Jon D.** (1971), B.A., University of Maryland; Diplome, University of Strasbourg; M.A., Ph.D., American University; Professor of Economics.
- Wisman, Josette A.** (1973), Licencees Lettres, University of Strasbourg; M.A., American University; Ph.D., The Catholic University of America; Associate Professor of Language and Foreign Studies.
- Wootton-Don, Lacey** (1999), B.A., University of California, Berkeley; M.A., American University; Writing Instructor.
- Wu, Angela** (1980), B.S., Villanova University; M.S., Cornell University; Ph.D., University of Maryland; Professor of Computer Science and Information Systems.
- Wulf, Karin** (1995), B.A., American University; M.A., Ph.D., The Johns Hopkins University; Associate Professor of History.
- Yates, Brian T.** (1976), B.A., University of California, San Diego; Ph.D., Stanford University; Professor of Psychology.
- Young, Gloria** (1988), B.A., Trinity University; M.A., University of Houston; Ph.D., University of Texas at Austin; Associate Professor of Sociology.
- Zaharna, Rhonda** (1990), B.S., Georgetown University; M.Ed., Ed.D., Columbia University; Assistant Professor of Communication.
- Zakhari, Beatrix Siman** (1991), B.A., Wilkes College; M.A., Ph.D., University of Pennsylvania; Assistant Professor of Justice and the Washington Semester Program.
- Zauderer, Donald G.** (1970), B.S., The Ohio State University; M.A., Kent State University; Ph.D., Indiana University; Associate Professor of Public Administration.
- Zelle, Ann** (1986), B.A., Mount Holyoke College; M.A., Pius XII Institute; Associate Professor of Communication.
- Zhao, Quansheng J.** (1996), B.A., Beijing University; M.A., Ph.D., University of California, Berkeley; Professor of International Service and Division Director, Comparative and Regional Studies.
- Zong, Desheng** (2000), B.A., M.A., Nankai University, China; Ph.D., Tulane University; Assistant Professor of Philosophy.

Librarians with Full-time Faculty Status

Arnold, George D. (1971), B.A., Seminary of St. Pius X; M.L.S., University of Maryland; Librarian.

Becher, Melissa L. (1996), B.A., Oberlin College; M.S.L.S., University of Illinois; Assistant Librarian.

Chase, Linda S. (1985), A.B., Oberlin College; M.S.L.S., Columbia University; Associate Librarian.

Crossed, Anne Marie Nancy (1996), B.S., University of Maryland University College; M.S., The Catholic University of America; Associate Law Librarian.

Danowitz, Erica Swenson (1999), A.B., Cornell University; M.A., The Pennsylvania State University; M.L.S., University of Maryland; Assistant Librarian.

Dyert, Claire T. (1996), B.A., University of Massachusetts; M.L.S., University of Washington; Assistant Librarian.

Flug, Janice L. (1972), B.A., Hamline University; M.L.S., University of Maryland; M.P.A., American University; Librarian.

Goldstein, Helen R. (1985), B.A., American University; M.L.S., University of Maryland; Associate Librarian.

Heintze, James R. (1969), B.S., Loyola College; M.A., American University; M.L.S., University of Maryland; Librarian.

Heywood, John Q. (1987), B.S., Northern Arizona University; J.D., Washington College of Law of American University; Associate Law Librarian.

Houtchens, C.J. (2001), B.A., University of North Carolina at Chapel Hill; M.S.L.I.S., University of Kentucky; Assistant Librarian.

Ives, Helen E. (1991), B.A., Swarthmore College; M.A., University of Pittsburgh; M.L.S., Rutgers State University; Associate Librarian.

Jack, Jennifer L. (1999), B.A., University of Southern Mississippi Honors College; M.L.S., Indiana University; Assistant Librarian.

Lewis, Christopher (1992), B.A., University of Cincinnati; M.L.S., Indiana University; Associate Librarian.

Lewis-Somers, Susan (1999), B.A., University of California, Los Angeles; J.D., Southwestern University; M.Libr., University of Washington; Associate Law Librarian.

Marien, Stacey (1999), B.A., McGill University; M.B.A., University of Massachusetts at Boston; M.L.S., University of North Carolina at Chapel Hill; Assistant Librarian.

McCann, Gary L. (1979), B.A., California State University, Fullerton; J.D., Willamette University; M.L.S., The University of Texas; Law Librarian.

Milam, Margaret M. (1971), B.A., M.L.S., University of Maryland; J.D., Washington College of Law of American University; Law Librarian.

Mintz, Mary M. (1984), B.A., Davidson College; M.A., North Carolina State University; M.S.L.S., University of North Carolina at Chapel Hill; Associate Librarian.

Neilson, Susan H. (1968), B.A., Keuka College; M.S.L.S., Drexel Institute of Technology; Associate Librarian.

Nibley, Elizabeth B. (1988), B.A., The George Washington University; M.L.S., University of Maryland; Associate Librarian.

Petit, Michael J. (1999), B.A., M.S.L.S., The Catholic University of America; Associate Law Librarian.

Reece, Gwendolyn Jayne (1998), B.A., Miami University; M.A., University of California; M.S., Simmons College; Assistant Librarian.

Ryan, William (1990), B.A., Boston University; M.L.S., University of Maryland; J.D., Washington College of Law of American University; Associate Law Librarian.

Schwartz, Marla J. (1988), B.A., Boston University; M.S.L.S., Simmons College; M.Phil., The George Washington University; Law Librarian.

Shapiro, Martin P. (1990), B.A., University of Missouri; M.A., University of Kansas; M.L.S., University of Pittsburgh; Associate Librarian.

Tosko, Michael (2000), B.A., M.A., Bowling Green State University; M.L.S., Kent State University; Assistant Librarian.

Vogelsohn, Diana (1975), B.A., Kalamazoo College; M.L.S., University of Maryland; M.A., American University; Librarian.

Wand, Patricia (1989), B.A., Seattle University; M.A.T., Antioch Graduate School; A.M.L.S., University of Michigan; Librarian and University Librarian.

Faculty Emeriti

- Anderson, Laird B.** (1973), B.S., Florida State University; M.A., American University; Professor Emeritus of Communication.
- Arnold, Steven H.** (1970), B.A., Occidental College; M.A., Ph.D., The Johns Hopkins University; Associate Professor Emeritus of International Service.
- Baker, Kenneth** (1966), B.A., M.A., University of Kansas; Associate Professor Emeritus of Performing Arts.
- Banta, William C.** (1970), B.A., University of California, Berkeley; Ph.D., University of Southern California; Professor Emeritus of Biology.
- Baranovic, Boris I.** (1966), B.A., Amherst College; M.F.A., Yale University; Associate Professor Emeritus of Performing Arts.
- Bartfeld, Charles I.** (1966), M.B.A., Ph.D., Columbia University; Professor Emeritus of Business Administration.
- Bassler, Richard A.** (1969), B.S., University of Colorado; M.S., The George Washington University; Ph.D., Laurence University; Professor Emeritus of Computer Science and Information Systems.
- Bean, Arthur P.** (1963), B.A., M.A., University of Virginia; M.S., The Catholic University of America; Associate Professor Emeritus of Literature.
- Beers, Dorothy** (1972), B.A., Swarthmore College; M.A., Ph.D., University of Pennsylvania; Professor Emerita of History.
- Beisner, Robert L.** (1965), M.A., Ph.D., The University of Chicago; Professor Emeritus of History.
- Bergmann, Barbara R.** (1988), B.A., Cornell University; M.A., Ph.D., Harvard University; Distinguished Professor Emerita of Economics.
- Blaes, Evelyn R.** (1980), M.A., Edinburgh University; M.L.S., Simmons College; Associate Librarian Emerita.
- Bliss, Edward Lydston** (1968), B.A., Yale University; Professor Emeritus of Communication.
- Blum, Joseph** (1965), B.S., City College of New York; A.M., Ph.D., The George Washington University; Professor Emeritus of Mathematics and Statistics.
- Borkovec, Vera** (1966), Undergraduate, Charles University, Prague; M.A., Hollins College; M.A., American University; Ph.D., Georgetown University; Associate Professor Emerita of Language and Foreign Studies.
- Bowles, W. Donald** (1957), B.A., University of Washington; M.A., Ph.D., Columbia University; Professor Emeritus of Economics.
- Boynton, Robert P.** (1969), A.B., Calvin College; A.M., Ph.D., University of Michigan; Professor Emeritus of Public Administration.
- Brabanski, Lothar** (1957), M.F.A., Berlin Academy of Fine Arts; Associate Professor Emeritus of Art.
- Breyere, Edward J.** (1961), B.S., M.S., Ph.D., University of Maryland; Professor Emeritus of Biology.
- Brown, Roger H.** (1965), B.A., M.A., Ph.D., Harvard University; Professor Emeritus of History.
- Burkart, Edward I.** (1962), B.S., M.S., Georgetown University; Ph.D., University of Pennsylvania; Professor Emeritus of Language and Foreign Studies.
- Burkart, Grace Stovall** (1960), A.B., Cornell University; M.A., American University; Ph.D., Georgetown University; Professor Emerita of Language and Foreign Studies.
- Burns, Kirk L.** (1968), B.S., U.S. Naval Academy; M.A., University of Washington; Ph.D., University of Paris; Associate Professor Emeritus of Business Administration.
- Butts, James R.** (1964), B.S., Virginia Polytechnic Institute and State University; M.S., New York University; Associate Professor Emeritus of Marketing.
- Callen, Earl R.** (1968), A.B., M.A., University of Pennsylvania; Ph.D., Massachusetts Institute of Technology; Professor Emeritus of Physics.
- Charbonneau, Marie A.** (1960), B.A., M.A., University of Paris; Etudes Pratiques d'Anglais, Sorbonne; Associate Professor Emerita of Language and Foreign Studies.
- Clark, Leon E.** (1981), B.S., M.A.T., Yale University; Ed.D., University of Massachusetts; Associate Professor Emeritus of Sociology.
- Clarke, Barbara J.** (1974), B.A., M.S., University of Maine; Ph.D., Tulane University; Associate Professor Emerita of Biology.
- Coward, Billy G.** (1964), B.S., B.A., M.A., American University; Associate Professor Emeritus of Health and Fitness.
- Cromwell, William C.** (1962), B.A., Emory University; M.A., Ph.D., American University; Professor Emeritus of Comparative and Regional Studies.
- Crowder, Charles F.** (1967), B.M., Lawrence College; M.A., Columbia University; Professor Emeritus of Performing Arts.
- De Long, Earl H.** (1963), B.S., M.A., Ph.D., Northwestern University; Professor Emeritus of Government and Public Administration and Dean Emeritus.
- Dernburg, Thomas F.** (1975), B.A., Swarthmore College; M.A., Ph.D., Yale University; Professor Emeritus of Economics.
- Dhillon, Gita L.** (1966), B.Sc., Christian Medical College Hospital; M.Ed., Columbia University; Associate Professor Emerita of Nursing.
- DiBacco, Thomas V.** (1965), B.A., Rollins College; M.A., Ph.D., American University; Professor Emeritus of Business Administration.
- Durfee, Harold A.** (1955), Ph.B., University of Vermont; B.D., Yale University; Ph.D., Columbia University; Professor Emeritus of Philosophy.
- Einhorn, Raymond** (1973), B.S., University of Florida; M.S., University of Illinois; Associate Professor Emeritus of Accounting.
- El Khadem, Hassan S.** (1984), B.Sc., Cairo University; D.Sc. Tech., E.T.H. Zurich; D.Sc., University of Alexandria; D.Sc., University of London; Ph.D., Imperial College; Professor Emeritus of Chemistry.
- Estes, Ralph** (1990), B.S., M.B.A., University of Kentucky; D.B.A., Indiana University; C.P.A.; Professor Emeritus of Accounting.
- Finan, John J.** (1961), A.B., A.M., Washington University; Ph.D., Harvard University; Professor Emeritus of International Service.
- Fishel, Jeff** (1979), B.A., M.A., San Diego State College; Ph.D., University of California, Los Angeles; Professor Emeritus of Government.

Fox, Richard H. (1970), A.B., Northwestern University; Ph.D., University of Hawaii; Associate Professor Emeritus of Biology.

Furber, Lincoln M. (1977), B.A., Middlebury College; M.S., Columbia University; Associate Professor Emeritus of Communication.

Geiser, Daniel S. (1966), B.A., Juniata College; M.A., Oregon State University; Ed.D., Columbia University; Professor Emeritus of Health and Fitness.

Gimble, Josephine G. (1966), B.A., American University; M.S.N., The Catholic University of America; MPH, Dr.P.H., The Johns Hopkins University; Professor Emerita of Nursing.

Glazer, Herbert (1968), A.B., A.M., Ph.D., Boston University; Professor Emeritus of International Service.

Goldin, Jessica W. (1966), B.A., Long Island University; M.A., Columbia University; Associate Professor Emerita of Language and Foreign Studies.

Greenberg, Milton (1980), B.A., Brooklyn College; M.A., Ph.D., University of Wisconsin; Professor Emeritus of Government.

Gregg, Robert W. (1970), A.B., Colgate University; Ph.D., Cornell University; Professor Emeritus of International Service.

Gross, Chalmers A. (1959), B.A., M.S., University of Illinois; Ph.D., University of Chicago; Professor Emeritus of Education.

Halpern, Katherine S. (1970), B.A., Vassar College; Ph.D., University of Chicago; Professor Emerita of Anthropology.

Han, Pierre (1964), B.A., The Catholic University of America; M.A., Ph.D., Columbia University; Professor Emeritus of Literature.

Harris, George L. (1965), B.A., University of Washington; Ph.D., The Catholic University of America; Professor Emeritus of Anthropology and International Service.

Harrison, Mark (1960), B.S., North East Missouri State College; Ph.D., The Catholic University of America; Professor Emeritus of Physics.

Hawke, Virginia E. (1950), B.S., M.A., Oregon State University; Professor Emerita of Health and Fitness.

Hirano, Marjorie (1967), B.E., University of Hawaii; M.S., Illinois Institute of Technology; Associate Professor Emerita of Art.

Hodinko, Bernard A. (1967), B.S., California State College; M.A., University of West Virginia; Ed.D., The Pennsylvania State University; Professor Emeritus of Education.

Hood, Mary Ann (1957), B.A., M.A., Michigan State University; Associate Professor Emerita of Language and Foreign Studies.

Hubbell, Josephine W. (1962), B.S., The College of William and Mary; M.A., State University of Iowa; Ph.D., New York University; Professor Emerita of Health and Fitness.

Huber, Franz E. (1970), B.A., M.A., Ph.D., University of Michigan; Associate Professor Emeritus of Education.

Irish, Marian D. (1966), B.A., Barnard College; M.A., Bryn Mawr College; Ph.D., Yale University; Professor Emerita of International Service.

Iverson, Sterling H. (1974), B.S., Massachusetts Institute of Technology; M.B.A., Harvard University; Associate Professor Emeritus of Business Administration.

Kaplan, Barbara H. (1968), B.A., Melbourne University; Ph.D., Columbia University; Associate Professor Emerita of Sociology.

Karadibil, Laura L. (1958), B.S.B.A., M.B.A., Ph.D., American University; C.P.A.; Professor Emerita of Business Administration.

Karazikas, Eleni P. (1959), B.A., The George Washington University; M.A., American University; Assistant Professor Emerita of Language and Foreign Studies.

Kay, Richard B. (1967), B.S., Drury College; M.S., Ph.D., University of Arkansas; Professor Emeritus of Physics.

Keck, Andrew S. (1946), B.A., Williams College; M.A., M.F.A., Princeton University; University Professor Emeritus of Art.

Kelly, Faye L. (1962), A.B., M.A., Ph.D., University of Florida; Professor Emerita of Literature.

Kennevan, Walter J. (1969), B.C.S., M.C.S., M.F.A., The Catholic University of America; Professor Emeritus of Computer Science and Information Systems.

Kessler, Edward L. (1967), A.B., University of Virginia; M.A., Ph.D., Rutgers State University; Professor Emeritus of Literature.

King, Frances H. (1957), B.A., Western College; M.A., The Ohio State University; Professor Emerita of Literature.

Koehler, David H. (1970), B.S., University of Wisconsin; Ph.D., Syracuse University; Professor Emeritus of Public Administration.

Kokus, Jr., John (1969), B.S., University of California, Berkeley; M.A., California State University; Ph.D., American University; Associate Professor Emeritus of Finance.

Korin, Basil P. (1961), B.A., University of Connecticut; M.S., Stanford University; Ph.D., The George Washington University; Professor Emeritus of Mathematics and Statistics.

Kummer, Laura B. (1967), B.S.N.E., University of Pittsburgh; M.S., Case Western Reserve University; Ed.D., Indiana University; Professor Emerita of Nursing and Dean Emerita.

Landman, Ruth H. (1965), A.B., Vassar College; M.A., Ph.D., Yale University; Professor Emerita of Anthropology.

Leedy, Paul D. (1961), A.B., Dickinson College; M.A., University of Pennsylvania; Ph.D., New York University; Professor Emeritus of Education.

Long, Nicholas J. (1968), B.A., Wayne State University; Ph.D., University of Michigan; Professor Emeritus of Education.

Lubic, Robert B. (1965), A.B., LL.B., University of Pittsburgh; M.P.L., Georgetown University; Professor of Law.

Machlin, Claire T. (1966), B.A., Hunter College; M.A., The George Washington University; Assistant Professor Emerita of Mathematics, Statistics, and Computer Science.

Magnotti, Jr., John F. (1981), B.A., U.S. Military Academy; M.A., University of Maryland; Ph.D., American University; Assistant Professor Emeritus of Marketing.

Malloy, Jr., James A. (1971), B.A., Morris Harvey College; M.A., Ph.D., The Ohio State University; Associate Professor Emeritus of History.

Mardin, Serif (1988), B.A., Stanford University; M.A., The Johns Hopkins University; Ph.D., Stanford University; Professor Emeritus of International Service.

Mason, Vito E. (1966), B.S., New York University; M.S., Ithaca College; Professor Emeritus of Performing Arts.

McCue, Edmund B. (1964), A.B., Union College; M.S., University of Michigan; Ph.D., Carnegie Institute of Technology; Associate Professor Emeritus of Mathematics, Statistics, and Computer Science.

McGinnies, Elliott M. (1971), B.A., University of Buffalo; M.A., Brown University; Ph.D., Harvard University; Professor Emeritus of Psychology.

- McLain, James L.** (1935), B.A., The George Washington University; Certificate, Peabody Conservatory of Music; Professor Emeritus of Music.
- McLaughlin, Charles C.** (1963), B.A., Yale University; M.A., Ph.D., Harvard University; Professor Emeritus of History.
- McNitt, Jr., Charles W.** (1967), B.A., Ph.D., Tulane University; Professor Emeritus of Anthropology.
- Meadows, Martin** (1961), B.A., M.A., Ph.D., University of Oregon; Professor Emeritus of Government and Public Administration.
- Medish, Vadim** (1963), B.A., University of Pennsylvania; M.A., Ph.D., American University; Professor Emeritus of Language and Foreign Studies and Comparative and Regional Studies.
- Messersmith, Craig E.** (1969), B.A., Hobart College; M.Ed., Ed.D., The Pennsylvania State University; Associate Professor Emeritus of Education.
- Miller, Dennis D.** (1962), B.S., Goshen College; M.Ed., Kent State University; Ed.D., American University; Associate Professor Emeritus of Education.
- Mittlebeeler, Emmet V.** (1954), B.A., LL.B., University of Louisville; M.A., Ph.D., The University of Chicago; University Professor Emeritus of Government and Public Administration.
- Mott, Albert D.** (1958), B.A., M.A., University of Missouri; Ph.D., University of California, Berkeley; Professor Emeritus of International Service.
- Mueller, Gert H.** (1973), Ph.D., University of Munich; Professor Emeritus of Sociology.
- Mueller, Hugo J.** (1959), Ph.D., University of Hamburg; University Professor Emeritus of Language and Foreign Studies.
- Murphy, Terence R.** (1968), B.A., The University of Chicago; M.A., Roosevelt University; Ph.D., Northwestern University; Associate Professor Emeritus of History.
- Myren, Richard A.** (1976), B.S., University of Wisconsin; LL.B., Harvard University; Professor Emeritus of Justice.
- Neiswender, Laverne B.** (1968), B.S.N., University of Kansas; M.S.N., University of Maryland; Professor Emerita of Nursing.
- Nibley, Elizabeth B.** (1988), B.A., The George Washington University; M.L.S., University of Maryland; Associate Librarian Emerita.
- Noel, Henry M.** (1963), Dr d'Universite, Universite de Montpellier, M.A., University of Pennsylvania; Professor Emeritus of Language and Foreign Studies.
- Nyce, Jr., Larry G.** (1963), B.A., Lock Haven State College; M.A., University of Maryland; Associate Professor Emeritus of Health and Fitness.
- O'Connor-Finn, Pat** (1968), B.S.N., M.S.N., The Catholic University of America; Associate Professor Emerita of Health and Fitness.
- Olson, William Clinton** (1979), A.B., University of Denver; M.A., Ph.D., Yale University; Professor Emeritus of International Service.
- Owens, James** (1961), B.A., Loyola University; M.A., University of Chicago; Ph.D., Georgetown University; Professor Emeritus of Business Administration.
- Pace, Stephen** (1975), Professor Emeritus of Art.
- Penay, Luciano J.** (1965), B.A., M.A., American University; Associate Professor Emeritus of Art.
- Peters, William H.** (1983), A.B., William Jewell College; M.S., Columbia University; M.B.A., Ph.D., University of Michigan; Professor Emeritus of Marketing.
- Petersen, Karen K.** (1970), B.A., University of California, Berkeley; M.A., The Johns Hopkins University; Ph.D., Columbia University; Professor Emerita of Sociology.
- Petrowitz, Harold C.** (1964), B.S., University of Michigan; J.D., LL.M., Columbia University; Professor Emeritus of Law.
- Pineda, Hugo** (1959), B.A., The George Washington University; M.A., American University; Ph.M., Ph.D., The George Washington University; Professor Emeritus of Language and Foreign Studies and Director, World Capitals Program in Santiago.
- Piotrow, F. Jackson** (1963), B.A., Haverford College; B.A., M.A., D.Phil., Oxford University; Professor Emeritus of International Service.
- Preston, Nathaniel S.** (1961), A.B., Boston University; M.A., University of Pennsylvania; Ph.D., Princeton University; University Professor Emeritus of Government and Public Administration.
- Ralph, Ruth S.** (1975), B.A., Bethany College; M.A., Long Island University; Ph.D., University of Maryland; Associate Professor Emerita of Education.
- Randall, Darrell D.** (1962), B.A., Nebraska Wesleyan University; M.A., University of Nebraska; M.A., Columbia University; Ph.D., The University of Chicago; Professor Emeritus of International Service.
- Randall, Mildred N.** (1966), B.S., M.S., Case Western Reserve University; Associate Professor Emerita of Nursing.
- Ravenal, Carol M.** (1970), B.A., Brooklyn College; M.F.A., Ohio University; Ph.D., Harvard University; Associate Professor Emerita of Art.
- Reimann, Barbara J.** (1967), B.S., Temple University; M.A., University of Maryland; Associate Professor Emerita of Health and Fitness.
- Reynolds, Sally Jo** (1965), B.A., University of Michigan; M.S.L.S., Columbia University; Librarian Emerita.
- Roberts, Jeanne A.** (1960), A.B., Agnes Scott College; M.A., University of Pennsylvania; Ph.D., University of Virginia; Professor Emerita of Literature.
- Robinson, Edgar S.** (1953), B.A., Amherst College; M.A., Ph.D., Columbia University; Professor Emeritus of Government and Public Administration.
- Rogers, Joseph R.** (1965), B.S., University of Massachusetts; M.Ed., American University; Assistant Professor Emeritus of Health and Fitness.
- Rosenberg, Marvin I.** (1965), B.S., U.S. Naval Academy; B.S., Naval Postgraduate School; M.S., Purdue University; Associate Professor Emeritus of Computer Science and Information Systems.
- Rosenblatt, Harry M.** (1974), B.S., M.A., Ph.D., The George Washington University; Professor Emeritus of Mathematics, Statistics, and Computer Science.
- Rubin, Seymour J.** (1972), B.A., University of Michigan; LL.B., LL.M., Harvard University; Professor Emeritus of Law.
- Saari, David J.** (1973), B.A., J.D., University of Minnesota; Professor Emeritus of Justice.
- Safrit, Margaret J.** (1991), B.S., University of North Carolina at Greensboro; M.S., Ph.D., University of Wisconsin; Professor Emerita of Health and Fitness.

- Sager, Martha C.** (1955), B.S., M.S., University of Maryland; Ph.D., The Catholic University of America; Professor Emerita of Biology.
- Salazar, Oscar** (1963), B.A., Columbia Union College; M.A., The George Washington University; Associate Professor Emeritus of Language and Foreign Studies.
- Schot, Steven H.** (1957), B.S., American University; M.A., Ph.D., University of Maryland; Professor Emeritus of Mathematics and Statistics.
- Schuetz, George C.** (1963), B.M., University of Wisconsin; Ph.D., New York University; Professor Emeritus of Performing Arts.
- Scott, John C.** (1957), B.S., Springfield College; A.M., Ph.D., The University of Chicago; Professor Emeritus of Sociology.
- Scribner, Phillip H.** (1970), B.A., University of Colorado; Ph.D., The Johns Hopkins University; Associate Professor Emeritus of Philosophy.
- Segal, Morley** (1967), B.A., M.A., San Francisco State University; Ph.D., Claremont Graduate School; Professor Emeritus of Public Administration.
- Segnan, Romeo A.** (1967), B.S., M.S., University of Turin; Ph.D., Carnegie Institute of Technology; Professor Emeritus of Physics and Department Chair.
- Seigle, Jack C.** (1963), B.A., University of Michigan; M.A., University of Montana; Associate Professor Emeritus of Communication.
- Seldin, Maury** (1965), B.S., M.B.A., University of California, Los Angeles; D.B.A., Indiana University; Professor Emeritus of Business Administration.
- Shen, Paul** (1977), B.Sc., University of London; M.Sc., Birmingham University; M.B.A., York University; J.D., M.S., LL.M., American University; Ph.D., University of London; C.P.A.; Associate Professor Emeritus of Accounting.
- Siegenthaler, Jurg K.** (1974), M.A., Ph.D., University of Berne; Professor Emeritus of Sociology.
- Smith, John H.** (1947), B.A., Iowa State Teachers College; M.B.A., Ph.D., The University of Chicago; Professor Emeritus of Mathematics, Statistics, and Computer Science.
- Smolka, Richard G.** (1962), B.A., M.A., Ph.D., American University; University Professor Emeritus of Public Administration.
- Sood, James H.** (1975), B.S., The College of William and Mary; B.S., University of Illinois; M.B.A., D.B.A., The George Washington University; Professor Emeritus of International Business.
- Springer, Jr., Robert M.** (1974), B.S., U.S. Military Academy; M.A., Stanford University; D.B.A., The George Washington University; Associate Professor Emeritus of Marketing.
- Stahr, William E.** (1963), B.A., M.A., University of Maryland; Ph.D., The George Washington University; Associate Professor Emeritus of Literature.
- Striner, Herbert** (1975), B.A., M.A., Rutgers State University; Ph.D., Syracuse University; University Professor Emeritus of Finance.
- Struelens, Michel** (1971), B.A., St. Pierre College; M.A., St. Ignace University; Ph.D., American University; Professor Emeritus of International Service.
- Summerford, Ben L.** (1950), B.A., M.A., American University; Professor Emeritus of Art.
- Sutton, Ronald E.** (1973), B.A., Swarthmore College; M.Div., M.S.T., Drew University; Professor Emeritus of Communication.
- Trebach, Arnold S.** (1972), LL.B., J.D., New England School of Law; M.A., Ph.D., Princeton University; Professor Emeritus of Justice.
- Tyson, Brady** (1959), B.A., Rice University; B.D., Southern Methodist University; Ph.D., American University; Professor Emeritus of International Service.
- Van der Slice, Austin** (1946), B.A., M.A., University of Kansas; Ph.D., University of Pennsylvania; Professor Emeritus of Sociology.
- Vilakazi, Absalom L.** (1965), B.A., Ph.D., University of Natal; M.A., Hartford Seminary Foundation; M.A., Trinity College; Professor Emeritus of International Service and Anthropology.
- Walker, Milledge P.** (1960), B.A., Williams College; M.A., Ph.D., University of California, Berkeley; Professor Emeritus of International Service and Government and Public Administration.
- Waterhouse, Richard V.** (1963), B.A., M.A., Oxford University; Ph.D., The Catholic University of America; Professor Emeritus of Physics.
- Waters, Paul F.** (1965), B.S., University of Scranton; Ph.D., Rutgers State University; Professor Emeritus of Chemistry.
- Waterson, Albert** (1970), B.A., New York University; M.A., Columbia University; Professor Emeritus of Economics.
- Weaver, James H.** (1963), B.S., B.A., University of Arkansas; Ph.D., University of Oklahoma; Professor Emeritus of Economics.
- Wechsler, Burton D.** (1978), B.A., University of Michigan; J.D., Harvard University; Professor Emeritus of Law.
- Welt, Isaac D.** (1964), B.Sc., M.Sc., McGill University; Ph.D., Yale University; Professor Emeritus of Computer Science and Information Systems.
- White, Charles S. J.** (1971), B.A., University of Wisconsin; M.A., University of the Americas; M.A., Ph.D., The University of Chicago; Professor Emeritus of Philosophy.
- White, John A.** (1966), B.A., Oberlin College; M.S., Ph.D., Yale University; Professor Emeritus of Physics.
- Whitfield, Ralph** (1961), B.A., Atlantic Christian College; M.A., University of North Carolina; Ed.D., University of Maryland; Professor Emeritus of Education.
- Wilson, Larman C.** (1968), B.A., Nebraska State University; M.A., Ph.D., University of Maryland; Professor Emeritus of International Service.
- Wolfson, Lewis W.** (1969), B.A., Dartmouth College; M.S., Columbia University; M.A., Harvard University; Professor Emeritus of Communication.
- Wythe, Zoe** (1948), B.A., M.A., The George Washington University; Associate Professor Emerita of Language and Foreign Studies.
- Yamauchi, Joanne S.** (1970), B.A., Goucher College; M.A., Columbia University; Ph.D., Northwestern University; Professor Emerita of Communication.
- Yarnall, Shirley** (1959), B.A., Wilson College; Associate Professor Emerita of Literature.
- Zapatka, Francis E.** (1959), A.B., Fordham University; M.A., Trinity College; Ph.D., The Catholic University of America; Professor Emeritus of Literature.
- Zich, Joanne A.** (1983), A.B., Washington University; M.S., Columbia University; Law Librarian Emerita.

2000–2001 Adjunct Faculty

- Abbey, Jr., Robert F.** (1999), B.A., B.S., M.A., University of Oregon; M.S., Colorado State University; M.P.A., D.P.A., University of Southern California; Ph.D., Colorado State University; Adjunct Associate Professor of Public Administration.
- Abraham, Daniel Eric** (1999), B.M., University of Massachusetts at Lowell; Conductor in Residence.
- Abrams, Brett L.** (2001), B.A., Rutgers State University; M.A., Northeastern University; Ph.D., American University; Professorial Lecturer of History.
- Abrams, Morris M.** (1998), B.S. University of Maryland; J.D., Washington College of Law of American University; Lecturer of Education.
- Ackah, Daniel** (2001), B.A., M.P.A., The Pennsylvania State University; Lecturer of Sociology.
- Adair, Deborah** (1994), B.S., Boston University; M.S., Ph.D., University of Arizona; Professorial Lecturer of Management.
- Adams, Luanne** (1995), B.A., Ph.D., The Catholic University of America; Professorial Lecturer of Education.
- Adler, Douglas** (2001), B.A., The George Washington University; J.D., The Catholic University of America; Professorial Lecturer of Law.
- Aiyetoro, Adjoa** (1995), A.B., Clark University; M.S.W., Washington University; J.D., Saint Louis University; Adjunct Associate Professor of Law.
- Akseizer, Jeffrey H.** (1999), B.A., American University; Professorial Lecturer of Communication.
- Albergo, Paul** (2000), B.A., Georgetown University; M.A., Boston College; Professorial Lecturer of Communication.
- Alhawary, Mohammad** (1994), B.A., University of Damascus; M.A., California University; Professorial Lecturer of Language and Foreign Studies.
- Allen, Thomas E.** (1998), B.S., Howard University; M.S., University of Southern California; Lecturer of Management.
- Allison, Linda** (1991), B.S., Indiana University; M.M., University of Washington; Lecturer of Performing Arts.
- Alpern, Anita** (1979), B.A., University of Wisconsin; M.A., Columbia University; Distinguished Adjunct Professor of Public Administration.
- Alvarez, M. Clemencia** (1997), B.A., M.A., University of Maryland; Ph.D., The Catholic University of America; Professorial Lecturer of Language and Foreign Studies.
- Aplin, Donald** (1987), B.A., Pomona College; J.D., Antioch University; Adjunct Professor of Law.
- Arnold, George D.** (1971), B.A., Seminary of St. Pius X; M.L.S., University of Maryland; Librarian.
- Atkins, Reynolds N.** (1988), B.S., University of Kansas; M.S., American University; Professorial Lecturer of Management.
- Aug, Stephen** (1995), B.A., New York University; M.S., Columbia University; Professorial Lecturer of Communication.
- Auten, Janet G.** (1991), B.A., University of Michigan; M.A., University of Missouri; M.A., Ph.D., Bowling Green State University; Lecturer of Literature.
- Avendano, Ana** (1995), B.S., University of California, Berkeley; J.D., Georgetown University; Professorial Lecturer of Law.
- Avery, Peter G.** (1997), M.F.A., University of Maryland; Professorial Lecturer of Performing Arts.
- Awad, Mubarak E.** (1992), B.A., Bluffton College; M.S., St. Francis College; Ph.D., International Graduate School, St. Louis; Professorial Lecturer of International Service.
- Baettig, Sabine** (2001), Lecturer of Language and Foreign Studies.
- Bain, Ted** (2000), B.A., University of Toronto; M.A., York University; Ph.D., University of Toronto; Professorial Lecturer of Performing Arts.
- Baine, Bryan J.** (1998), B.A., State University of New York; Lecturer of Literature.
- Bair, Gary** (1983), B.A., Tulane University; J.D., Georgetown University; Adjunct Professor of Law.
- Bajek, Michele M.** (1996), B.A., M.Ed., George Mason University; Lecturer of Education.
- Baldwin, Todd** (1999), B.A., Syracuse University; J.D., The George Washington University; Professorial Lecturer of Law.
- Balkan, Aral** (2000), B.A., Eastern Mediterranean University, North Cyprus; Lecturer of Communication.
- Balman, Sid** (2000), B.A., Vanderbilt University; M.A., American University; Professorial Lecturer of Communication.
- Banks, Daniel** (1998), B.F.A., Rhode Island School of Design; Lecturer of Art.
- Barber, Eileen** (1999), B.A., City University of New York; Lecturer of Education.
- Barnhizer, Daniel D.** (2000), B.A., Miami University; J.D., Harvard University; Professorial Lecturer of Law.
- Baroody, Judith R.** (2001), B.A., The College of William and Mary; M.A., University of Virginia; Ph.D., American University; Professorial Lecturer of International Service.
- Barr, Robin** (1997), B.A., Yale University; M.A., Ph.D., Harvard University; Adjunct Professor of Language and Foreign Studies.
- Barsky, Nina** (2000), M.A., Ph.D., Herzen Pedagogical University, St. Petersburg; Professorial Lecturer of Language and Foreign Studies.
- Baumgarten, Jonathan** (2000), B.M., New School of Music, Philadelphia; M.M., The Juilliard School; Lecturer of Performing Arts.
- Beard, Delawrence** (1991), B.A., University of Missouri; J.D., University of Baltimore; LL.M., Georgetown University; Adjunct Professor of Law.
- Beer, Jenny E.** (1997), B.A., Earlham College; M.I.A., School for International Training; Ph.D., University of California, Berkeley; Professorial Lecturer of International Service.
- Bell, Rosalyn** (1991), J.D., National University; LL.M., University of Virginia; Adjunct Professor of Law.
- Benner, Deborah K.** (1999), B.A., University of Virginia; Lecturer of Performing Arts.
- Bennett, Fred** (2001), B.A., American University; J.D., LL.M. The George Washington University; Adjunct Professor of Law.

- Bennett, Willis W.** (1983) Artist, Ecole Normale, Paris; Adjunct Associate Professor of Performing Arts.
- Berenson, William** (1984), A.B., Dartmouth College; J.D., Boston University; M.A., Ph.D., Vanderbilt University; Adjunct Professor of Law.
- Bergel, Mark** (1994), B.A., Northwestern University; M.S., Ph.D., American University; Lecturer of Health and Fitness.
- Berkow, Susan** (2000), B.S., Ph.D., University of Maryland; Adjunct Professor of Chemistry.
- Berman, Karen** (1998), B.A., The George Washington University; M.F.A., The Catholic University of America; Professorial Lecturer of Performing Arts.
- Bernhardt-Gajer, Barbara** (2000), M.A., University of Wrocław; M.A., State University of New York at Stony Brook; Lecturer of Language and Foreign Studies.
- Berns, Leslie** (2000), B.F.A. Pratt Institute; M.F.A., Yale University; Professorial Lecturer of Art.
- Beyer, John C.** (1982), B.A., University of the Pacific; M.A., M.A.L.D., Ph.D., Tufts University; Professorial Lecturer of International Service.
- Bhansali, Lisa** (2000), B.A., University of Michigan; M.A., Columbia University; J.D., Boston University; Professorial Lecturer of Law.
- Biel, Rene** (1999), B.A., The Ohio State University; M.A., American University; Lecturer of Literature.
- Bierlein, Francis** (1993), B.A., Valparaiso University; Lecturer of Government.
- Black, Emily** (2001), B.A., Indiana University; J.D., University of Virginia; Lecturer of Law.
- Black, Lisa** (2001), B.A., University of Florida, Gainesville; M.A., American University; Lecturer of Communication.
- Blagburn, Marianna G.** (2000), B.A., M.A., American University; Anthropologist in Residence.
- Blanco, Caroline M.** 1997 B.A. Northwestern University; J.D. American University; Professorial Lecturer of Law.
- Blanco, Martin** (2000), B.A., M.A., State University of New York at Albany; M.F.A., Yale University; Professorial Lecturer of Performing Arts.
- Block, Hildie S.** (1999), B.A., American University; M.A., The Johns Hopkins University; Lecturer of Literature.
- Blumberg, Stephen J.** (1999), B.A., University of Virginia; M.A., Ph.D., The University of Texas at Austin; Professorial Lecturer of Psychology.
- Bodensteiner, Kirsten A.** (2000), B.A., Luther College; M.A., American University; Professorial Lecturer of Performing Arts.
- Bollenback, Paul N.** (1998), Professorial Lecturer of Performing Arts.
- Bond, Julian** (1991), B.A., Morehouse College; Distinguished Adjunct Professor of Government.
- Booker, T. Hoy** (1994), B.S., University of Notre Dame; Ph.D., American University; Professorial Lecturer of Mathematics and Statistics.
- Borossage, Robert** (1996), B.A., Michigan State University; M.A., The George Washington University; J.D., Yale University; Adjunct Associate Professor of Law.
- Borten, Matthew** (1999), B.A., Duke University; M.F.A., University of Southern California; Professorial Lecturer of Communication.
- Borysowicz, Mary Ann** (2000), B.A., Xavier University; M.Ed., Boston University; Lecturer of Health and Fitness.
- Bosma, Meisha G.** (2000), B.A., Michigan State University; M.A., American University; Lecturer of Performing Arts.
- Botts, James M.** (1999), B.A., University of Central Arkansas; M.S., Illinois State University; Lecturer of Sociology.
- Boudon, H. Lawrence** (2000), B.A., University of Rochester; M.A., University of Virginia; Ph.D., University of Miami; Professorial Lecturer of International Service.
- Bouker, Jon** (1999), B.A., J.D., Georgetown University; Professorial Lecturer of Law.
- Bourne, Michael** (2001), B.F.A., New York University; M.F.A., San Francisco State University; Lecturer of Literature.
- Boykin, Keith** (1999), A.B., Dartmouth College; J.D., Harvard University; Adjunct Associate Professor of Government.
- Boyle, Michael** (2001), B.F.A., Virginia Commonwealth University; Lecturer of Communication.
- Brady, Brock** (2000), B.A., Reed College; B.A., M.A., Portland State University; Lecturer of Language and Foreign Studies.
- Brantley, Chris** (1997), B.A., Mercer University; M.A., J.D. American University; Adjunct Associate Professor of Law.
- Brantley, Sandra Benson** (1995), B.A., Baylor University; M.A., American University; J.D., Washington College of Law of American University; Adjunct Professor of Law.
- Brazzel, John M.** (1995), B.A., B.B.A., Texas A&M University; M.S., American University; Ph.D., Tulane University; Professorial Lecturer of Public Administration.
- Breen, Barry** (1990), A.B., Princeton University; J.D., Harvard University; Adjunct Professor of Law.
- Breit Brown, Kathrin** (1991), B.A., California State University; M.F.A., American University; Lecturer of Literature.
- Brenner, Norman** (2000), B.A., Princeton University; M.A., Harvard University; M.A., Ph.D., Massachusetts Institute of Technology; Adjunct Associate Professor of Computer Science and Information Systems.
- Brentley, Joyce** (1989), A.B., Oberlin College; J.D., American University; LL.M., The George Washington University; Professorial Lecturer of Literature.
- Brooks, Robert A.** (1998), B.A., Wayne State University; M.A., Antioch University at Los Angeles; J.D., University of Detroit; Lecturer of Sociology.
- Brown, Audrey L.** (1995), B.S., M.A., New York University; M.A., University of Florida; D.Ed., Columbia University; Ph.D., American University; Professorial Lecturer of Anthropology.
- Brown, Claudia** (2000), B.A., Connecticut College; M.A., Middlebury College; Lecturer of Language and Foreign Studies.
- Brown, Ely S.** (1998), B.A., Seton Hall College; M.A., The Catholic University of America; Lecturer of Literature.
- Brown, Ingvid Ek** (2000), B.A., Pacific Lutheran University; M.B.A., University of San Francisco; Adjunct Associate Professor of International Business.
- Brown, James Matthew** (1999), Lecturer of Health and Fitness.
- Brown, Juliette** (2000), B.A., The Pennsylvania State University; Lecturer of Art.

- Brown, Vanessa** (2000), B.S., American University; Lecturer of Physics.
- Bruner, Daniel** (2000), B.A., Rice University; M.P.P., J.D., University of Michigan; Professorial Lecturer of Law.
- Bryant, Tracy M.** (2000), B.S., University of Maryland; Lecturer of Chemistry.
- Buckley, Robert M.** (2000), B.A., St. Peter's College; Ph.D., University of Kentucky; Adjunct Professor of Finance.
- Bumpass, Tiffin Lea** (1994), B.S., Texas A&M University; M.S., American University; Lecturer of Health and Fitness.
- Bunnell, Thomas** (1999), B.A., University of Oregon; M.F.A., American University; Professorial Lecturer of Art.
- Burr, Barbara** (2000), B.A., University of Washington; J.D., Harvard University; Professorial Lecturer of Law.
- Buyukshahin, Bahattin** (2000), B.A., Ankara University; M.A., American University; Lecturer of Mathematics and Statistics.
- Byrum, Marni E.** (1993), B.A., Virginia Polytechnic Institute and State University; J.D., Pepperdine University; Adjunct Professor of Law.
- Callander, Alan** (1997), B.A., American University; Lecturer of Art.
- Cameron, Ed** (2000), B.A., San Jose State University; M.A., Binghamton University; M.A., San Francisco State University; Ph.D., State University of New York at Binghamton; Professorial Lecturer of Literature.
- Campbell, Richard S.** (2001), B.S.E.E., United States Naval Academy; M.E.M., The George Washington University; M.S.E.E., Naval Postgraduate School; Lecturer of Computer Science and Information Systems.
- Camus, Renee E.** (1999), B.F.A., University of Michigan; Lecturer of Performing Arts.
- Carpentier, Gary** (2000), B.A., M.B.A., Hofstra University; J.D., University of Tennessee; Professorial Lecturer of Law.
- Carrington, Hugh W.** (1995), B.A., M.A., The Ohio State University; Ph.D., American University; Lecturer of Sociology.
- Carroll, Celia M.** (2001), B.A., M.A., The College of William and Mary; Lecturer of Government.
- Carroll, William** (1996), B.A., Providence College; J.D., The Catholic University of America; Professorial Lecturer of Law.
- Casey, Jim** (1997), B.S., University of Notre Dame; M.B.A., The University of Chicago; M.S., Yale University; Professorial Lecturer of International Business.
- Casoni, Dava** (2001), B.A., B.S., Boston University; J.D., LL.M., Cornell University; Professorial Lecturer of Communication.
- Castillo, Laura** (2000), B.A., Fordham College; M.A., Ph.D., State University of New York at Albany; Professorial Lecturer of Sociology.
- Castonguay, Ani** (2000), B.A., Université de Québec à Montréal; Lecturer of Language and Foreign Studies.
- Castoro, Rosemarie** (2000), B.F.A., Pratt Institute; Adjunct Professor of Art.
- Cavaceppi, Ranieri Moore** (2000), B.A., University of Pennsylvania; M.A., University of North Carolina at Chapel Hill; Lecturer of Language and Foreign Studies.
- Cave, William M.** (1991), B.A., LL.B., University of Maryland; Adjunct Professor of Law.
- Cawley, Alexandra S.** (2001), B.A., Kenyon College; M.Letters, University of Edinburgh; M.S.Ed., The Johns Hopkins University; Professorial Lecturer of History.
- Centrowitz, Matthew** (2000), B.S., University of Oregon; Lecturer of Health and Fitness.
- Cerny, Milton** (2000), B.S., American University; Adjunct Professor of Law.
- Chace, Diane J.** (1998), B.A., M.A., American University; Lecturer of Education.
- Chalisoux, Jeanne** (1963), Diploma, Curtis Institute of Music; Lecturer of Performing Arts.
- Chang, Hsiujane** (1997), B.A., Fu-jei University; M.A., Soochow University; Lecturer of Language and Foreign Studies.
- Chaplin, Scott D.** (2000), B.A., University of Massachusetts; J.D., Washington College of Law of American University; Professorial Lecturer of Law.
- Chatterjee, Usasi** (1981), B.A., M.A., University of Kent, Canterbury; Ph.D., McGill University; Professorial Lecturer of Language and Foreign Studies.
- Chavous, Kevin** (2001), B.S., Wabash College; J.D., Howard University; Professorial Lecturer of Law.
- Chinn, Jeffrey** (2000), B.A., University of California, Berkeley; J.D., Washington College of Law of American University; Professorial Lecturer of Law.
- Chircop, Jeanne N.** (2000), B.A., University of Richmond; M.A., American University; Lecturer of Communication.
- Chiricosta, Tracey** (1992), A.B., Smith College; M.S., Rensselaer Polytechnic Institute; Lecturer of Computer Science and Information Systems.
- Chomo, Grace** (1992), B.S., M.S., Ph.D., North Carolina State University; Adjunct Associate Professor of Economics.
- Claiborne, Jamii** (2000), B.A., Buena Vista University; Lecturer of Literature.
- Clements, Joseph H.** (1999), B.S., M.S., Ph.D., University of Maryland, Baltimore County; Professorial Lecturer of Mathematics and Statistics.
- Cloonan, Mary K.** (2001), B.S., Nazareth College of Rochester; M.F.A., Syracuse University; Professorial Lecturer of Art.
- Coblyn, George H.** (2000), B.F.A., University of Massachusetts; Lecturer of Art.
- Cogburn, Derrick L.** (1999), B.A., University of Oklahoma; M.A., Ph.D., Howard University; Professorial Lecturer of International Service.
- Cohen, Roger** (2000), B.A., State University of New York at Albany; J.D., Harvard Law School; Professorial Lecturer of Law.
- Cohen, Shana** (2001), B.A., Princeton University; M.A., Ph.D., University of California, Berkeley; Professorial Lecturer of International Service.
- Cohen, William** (2001), B.A., Michigan State University; J.D., The George Washington University; Professorial Lecturer of Law.
- Collar, Kevin P.** (1988), B.A., University of Wisconsin; M.A., American University; Professorial Lecturer of Performing Arts.
- Colletta, Nat** (2001), B.A., M.Ed., State University of New York at Buffalo; Ph.D., Michigan State University; Adjunct Professor of International Service.

- Comizio, Gerard** (1994), B.A., Fordham University; J.D., Pace University; LL.M., Georgetown University; Adjunct Professor of Law.
- Commins, Stephen K.** (1999), B.A., M.A., Ph.D., University of California, Los Angeles; Adjunct Associate Professor of International Service.
- Concepcion, Kristian J.** (2000), B.S., M.S., Columbia University; Lecturer of Computer Science and Information Systems.
- Connelly, Robert B.** (2000), B.A., Colgate University; Lecturer of Communication.
- Connolly, Joseph G.** (1982), B.A., Manhattan College; J.D., Georgetown University; Adjunct Professor of Law.
- Connors, James F.** (2000), B.S., M.B.A., Carnegie Mellon University; Professorial Lecturer of Management.
- Connors, Nancy L.** (2000), B.A., Ohio Wesleyan University; M.A., The George Washington University; Lecturer of Education.
- Cooke, Alfred L.** (1994), B.S., M.S., Ph.D., The Ohio State University; Adjunct Professor of Public Administration.
- Copson, Raymond W.** (2000), B.A., Ph.D., The Johns Hopkins University; Scholar in Residence of International Service.
- Corrigan, Katie** (2001), B.A., University of Pennsylvania; J.D., Georgetown University; Professorial Lecturer of Law.
- Corso, Regina A.** (1999), B.A., Skidmore College; J.D., Georgetown University; M.A., The George Washington University; Professorial Lecturer of Government.
- Cossa, Eleanor** (2001), Lecturer of Health and Fitness.
- Cotter, Bonnie** (2000), B.S., University of Maryland; Lecturer of Art.
- Coulibaly, Kalamogo** (1998), B.A., University of Cote d'Ivoire; Ph.D., American University; Lecturer of Mathematics and Statistics.
- Counes, Kimberly A.** (2000), B.A., American University; Lecturer of Art.
- Courchane, Marsha** (1997), B.A., M.A., Ph.D., Northwestern University; Adjunct Associate Professor of Management.
- Cox, Charles E.** (1998), B.A., Temple University; Lecturer of Literature.
- Cox, Laura L.** (2000), B.A., Indiana University; M.A., New York University; Professorial Lecturer of Performing Arts.
- Crabill, Michael** (1998), B.A., Shenandoah College and Conservatory of Music; M.A., American University; Diploma, Concordia University; Lecturer of Performing Arts.
- Craven, Christa C.** (1998), B.A., New College of the University of South Florida; Lecturer of Anthropology.
- Creskoff, Stephen** (2000), A.B., University of Pennsylvania; J.D., University of Maryland; LL.M., Georgetown University; Lecturer of Accounting.
- Crewson, Philip E.** (1994), B.S., M.P.A., Indiana University; Ph.D., American University; Adjunct Associate Professor of Public Administration.
- Crosby, Robert D.** (1998), B.A., University of Virginia; M.S., University of Arizona; Ph.D., University of California, Los Angeles; Professorial Lecturer of Mathematics and Statistics.
- Cullen, Libby** (2000), A.A., Marjorie Webster Junior College; Professorial Lecturer of Communication.
- Cummings, Ann** (1999), A.B., Brown University; J.D., University of California, Berkeley; Professorial Lecturer of Law.
- Czika, Joe** (2000), B.S., Case Institute of Technology; M.S., American University; Ph.D., Case Western Reserve University; Adjunct Associate Professor of Computer Science and Information Systems.
- Damon, Katherine M.** (2000), B.A., American University; Lecturer of Art.
- Dannenmaier, Eric** (1995), B.A., Drury College; J.D., Boston University; Adjunct Associate Professor of Law.
- Darsie, Jann B.** (1985), B.A., University of Delaware; M.F.A., The Maryland Institute; Professorial Lecturer of Communication.
- Datz, Harold** (2000), B.A., LL.B., University of Florida; Professorial Lecturer of Law.
- Daugherty, Janet F.** (2000), B.A., Smith College; M.B.A., Columbia University; Professorial Lecturer of Marketing.
- David, Christopher** (1992), B.A., The George Washington University; M.S., American University; Lecturer of Computer Science and Information Systems.
- Davidson, Lisa P.** (1999), B.A., Rutgers State University; Lecturer of Art.
- Davin, Mark S.** (1998), B.A., Florida State University; Lecturer of Health and Fitness.
- Davis, Kimberly** (2000), B.A., Harvard University; M.A., Ph.D., University of Virginia; Professorial Lecturer of Literature.
- Davis, Miles** (2000), B.A., Duquesne University; M.A., Bowie State University; Professorial Lecturer of Management.
- Davis, Stephen H.** (1995), B.A., Lincoln University; M.B.A., American University; J.D., The George Washington University; Professorial Lecturer of International Business.
- Dawson, Christine** (1995), B.A., University of California; M.S., M.A., University of Washington; Lecturer of Government.
- Day, James M.** (1984), B.A., Piedmont College; LL.B., American University; Adjunct Professor of Law.
- Day, Stephen** (2000), B.Sc., University of Leeds; M.S., Georgia Institute of Technology; Professorial Lecturer of International Business.
- De Pabon, Sara A.** (2000), B.A., Universidad de La Salle, Bogota; Lecturer of Language and Foreign Studies.
- Decamp, Jennifer** (1996), B.A., M.A., Ph.D., The University of Texas at Austin; Adjunct Associate Professor of Management.
- Dejong, David S.** (1983), B.A., University of Maryland; J.D., Washington and Lee University; LL.M., Georgetown University; Adjunct Professor of Accounting.
- Del Mar, Anthony** (2000), B.S., M.S., Polytechnic Institute of Brooklyn; Lecturer of Finance.
- DeOleo, Udall** (2001), B.A., University of Virginia; M.A., The George Washington University; Lecturer of Public Administration.
- Devall, James** (1998), B.A., University of Kansas; J.D., University of California, Berkeley; M.A., Tufts University; Professorial Lecturer of Law.
- Devers, Robert J.** (1996), B.A., Kansas City Art Institute; M.A., Cranbrook Academy of Art; Adjunct Associate Professor of Art.
- Dewinter, Rebecca M.** (2000), B.A., Dickinson College; M.A., University of Marburg; Lecturer of International Service.
- Diakhate, Medou** (1999), M.A., University of Dakar; Lecturer of Mathematics and Statistics.

Diamant, Constance T. (1994), B.S., Northwestern University; M.A., University of Illinois; Ph.D., American University; Professorial Lecturer of Education.

Diamond, Michael (1993), B.A., Syracuse University; J.D., Fordham University; LL.M., New York University; Adjunct Professor of Law.

Dillard, Janie A.G. (1997), B.A., Wellesley College; J.D., Washington and Lee University; Lecturer of Law.

Dodd, Randall (1999), B.A., The University of Texas at Austin; M.A., Ph.D., Columbia University; Professorial Lecturer of Economics.

Doris, Sara (2001), B.F.A., Cornell University; M.A., Rutgers State University; Ph.D., Northwestern University; Professorial Lecturer of Art.

Dowell, Pat (1998), B.A., Rice University; Professorial Lecturer of Communication.

Downey-Vanover, Jeanne (1991), B.A., West Chester State College; M.A., Ph.D., University of Maryland; Professorial Lecturer of Language and Foreign Studies.

Doyle, Hope (2000), B.A., Rutgers State University; M.A., Ph.D., The University of Texas at Austin; Professorial Lecturer of Language and Foreign Studies.

Doyle, James M. (1999), B.A., State University of New York; Lecturer of Marketing.

Du, Ying (1997), B.A., Nanjing University; M.A., Ph.D., University of Virginia; Lecturer of Language and Foreign Studies.

Dubow, Sy (1998), B.A., Northwestern University; J.D., The George Washington University; Adjunct Associate Professor of Law.

Dubro, Jean Clark (2001), B.A., University of Virginia; M.A., University of Illinois at Urbana-Champaign; Lecturer of Literature.

Dukes, Orfield (1993), B.A., Wayne State University; Professorial Lecturer of Communication.

Dulio, David (1999), B.A., University of Michigan; Lecturer of Government.

Dundzila, Antanas V. (1999), B.S., University of Illinois; M.S., California Institute of Technology; Lecturer of Mathematics and Statistics.

Dupler, Heidi (1999), B.S., University of Maryland; M.A., New York University; Lecturer of Education.

Dzien, Laurie A. (1998), B.A., University of Wisconsin; J.D., Temple University; Lecturer of Law.

Eckert, William A. (1999), B.A., M.A., University of Maryland; Ph.D., Florida State University; Professorial Lecturer of Public Administration.

Eckstein, Gabriel (1997), B.A., Kent State University; M.S., Florida State University; J.D., LL.M., American University; Professorial Lecturer of Law.

Ederheimer, Joshua A. (1998), B.A., American University; M.S., The Johns Hopkins University; Lecturer of Justice.

Edmisten, Jane (1992), B.A., M.A., University of North Carolina; J.D., The George Washington University; Adjunct Professor of Law.

Edmonds, Lucia (1988), B.S., City College of New York; M.S.W., Columbia University; Ph.D., Massachusetts Institute of Technology; Lecturer of Public Administration.

Edrey, Yoseph (2000), LL.B., LL.M., Ph.D., The Hebrew University of Jerusalem; Adjunct Professor of Law.

Eisenberg, Andrew (1995), B.B.A., Mercer University; M.S., American University; J.D., California Western School of Law; LL.M., Georgetown University; Lecturer of Accounting.

Eliason, Randall D. (2000), B.A., University of North Dakota; J.D., Harvard University; Professorial Lecturer of Law.

Elliott, Teresa (1982), B.A., M.C.A., The Catholic University of America; Ph.D., University of Maryland; Professorial Lecturer of Public Administration.

Ellis, Jason D. (1995), B.A., University of California; M.A., Ph.D., American University; Professorial Lecturer of International Service.

Emmett, W. Mason (2001), B.A., The University of Texas at Arlington; J.D., Georgetown University; Professorial Lecturer of Law.

Eng, Vincent (1999), B.A., Brandeis University; M.S., American University; J.D., Washington College of Law of American University; Professorial Lecturer of Law.

Engel-Cox, Glen (1999), B.A., Colorado State University; Lecturer of Literature.

Engisch, Petra M. (2000), B.A., Rutgers State University; M.A., American University; Lecturer of Literature.

Engle, Jennifer L. (2000), B.A., University of Toledo; Lecturer of Education.

Epstein, David (1997), B.A., University of Michigan; LL.B., LL.M., Georgetown University; Professorial Lecturer of Law.

Estman, Barbara (1990), B.A., St. Louis University; M.F.A., George Mason University; Professorial Lecturer of Literature.

Etheredge, Jessica E. (2000), B.A., University of North Carolina at Chapel Hill; Lecturer of Health and Fitness.

Eule, Norman (1997), B.A., Brooklyn College; J.D., The George Washington University; Ph.D., Columbia University; Adjunct Associate Professor of Law.

Everett, J. Christopher (2001), B.S., United States Naval Academy; M.S., University of Southern California; Executive in Residence of Management.

Eyck, F. Gunther (1983), B.A., Alma College; M.S., Columbia University; M.A., Ph.D., New York University; Distinguished Adjunct Professor of International Service.

Eze, Evans (2000), B.S., University of Southwestern Louisiana; M.Ed., Coppin State College; M.S., American University; Lecturer of Sociology.

Farkondepay, Darius (2000), B.S., M.S., The George Washington University; Lecturer of Computer Science and Information Systems.

Farrior, Stephanie (1998), B.A., Macalester College; M.A., University of Pennsylvania; J.D., Washington College of Law of American University; LL.M., Harvard University; Adjunct Professor of Law.

Fending, Brian K. (2001), B.M., Fredonia State University; M.M., Miami University; Lecturer of Physics.

Fennell, Kyle A. (1998), B.A., Macalester College; Lecturer of Government.

Ferruzzi, Regis (1992), Adjunct Professor of Performing Arts.

Filner, Judith M. (2001), B.A., Oberlin College; J.D., Howard University; Professorial Lecturer of International Service.

Fine, Tammy (2001), B.S., Boston University; M.P.P., M.S., Columbia University; Lecturer of Communication.

Finn, Jeffrey A. (1983), B.A., University of Michigan; M.A., American University; Journalist in Residence of Communication.

Fiorino, Daniel (1996), B.A., Youngstown State University; M.A., Ph.D., The Johns Hopkins University; Adjunct Associate Professor of Government.

Fischetti, Renate (2000), B.A., M.A., Ph.D., University of Maryland; Adjunct Professor of Language and Foreign Studies.

Fishel, John T. (1999), A.B., Dartmouth College; M.A., Ph.D., Indiana University; Adjunct Professor of International Service.

Fishel, Sharon (1992), B.F.A., University of Hartford; M.F.A., Queens College of New York; M.A., New York University; Adjunct Associate Professor of Art.

Fisher, Megan (1999), B.A., American University; Lecturer of Health and Fitness.

Fisher, Ronald J. (1998), B.A., M.A., University of Saskatchewan; Ph.D., University of Michigan; Professor of International Service.

Fisk, Daniel W. (2000), B.S., The University of Tulsa; M.A., J.D., Georgetown University; Professorial Lecturer of International Service.

Fitch, Bradford (1995), B.A., The Johns Hopkins University; M.A., American University; Professorial Lecturer of Communication.

Fitzgerald, Brian K. (1999), B.A., Massachusetts College of Liberal Arts; Ed.M., Ed.D., Harvard University; Adjunct Associate Professor of Government.

Flanagan, G. Borden (2000), A.B., Kenyon College; M.A., The University of Chicago; Lecturer of Government.

Flatley, Allison (2000), B.S., M.S., Miami University; Lecturer of Health and Fitness.

Fliegel, Jane E. (2000), B.A., Purdue University; Lecturer of Anthropology.

Fleming, Gayle M. (2000), Lecturer of Health and Fitness.

Flowers, David (1970), B.M., M.M., University of Michigan; D.M.A., The Catholic University of America; Professorial Lecturer of Performing Arts.

Flury, William R. (1990), B.A., Princeton University; M.S., American University; Adjunct Professor of Computer Science and Information Systems.

Flynn, Rosalind (1997), B.A., The Catholic University of America; M.Ed., Ph.D., University of Maryland; Professorial Lecturer of Education.

Forster, Heidi (2000), B.A., State University of New York at Binghamton; J.D., Washington University; Professorial Lecturer of Law.

Fort, Joanne Duddy (1996), B.A., Bryn Mawr College; J.D., University of Pennsylvania; Adjunct Associate Professor of Law.

Fosen, Robert H. (1989), A.B., California State University, Chico; M.S., Ph.D., Cornell University; Distinguished Adjunct Professor of Justice.

Fowler, Thomas K. (2000), B.M., University of Southern California; M.M., University of Maryland; Lecturer of Performing Arts.

Fox, Meredith A. (2000), B.A., McGill University; Lecturer of Psychology.

Frederickson, David G. (2000), B.A., Brigham Young University; M.P.A., George Mason University; Professorial Lecturer of Public Administration.

Fredrickson, Bruce A. (1986), B.A., Dartmouth College; J.D., The George Washington University; Adjunct Professor of Law.

Freimuth, Janet (1997), B.A., M.S., University of Pennsylvania; J.D., Washington College of Law of American University; Lecturer of Law.

Fried, Ian M. (2000), B.A., College of Wooster; M.A., The Johns Hopkins University; Instructor of International Business.

Friedman, Roger S. (1999), B.S., James Madison University; M.A., American University; Lecturer of Communication.

Friedman, Sandra L. (2000), B.A., American University; M.A., Universitat Autònoma de Barcelona; Lecturer of Language and Foreign Studies.

Frishett, Sharon E. (2000), M.S.W., University of Maryland, Baltimore County; Lecturer of Health and Fitness.

Frost, Amanda (2000), B.A., Radcliffe College; J.D., Harvard University; Professorial Lecturer of Law.

Furbini, Andrea (1999), B.A., College Vittorio Emanuele II; J.D., University of Perugia; Lecturer of Language and Foreign Studies.

Gajdosik, Jennifer R. (1998), B.A., M.S., American University; Lecturer of Justice.

Gamb, Kirsten (1998), B.A., University of the Arts; Lecturer of Performing Arts.

Gammon, Matthew A. (1999), Lecturer of Health and Fitness.

Gansler, Douglas (1996), B.A., Yale University; J.D., University of Virginia; Professorial Lecturer of Law.

Garber, Carter (1998), B.A., University of Michigan; M.A., Norwich University; Adjunct Professor of International Service.

Garcia, Eloy B. (1990), B.S., M.A., Georgetown University; Professorial Lecturer of Economics.

Garthoff, Douglas F. (2000), B.A., Princeton University; Ph.D., The Johns Hopkins University; Professorial Lecturer of International Service.

Gaston, Arnett (1997), A.A., B.A., M.A., Ph.D., City University of New York; Adjunct Associate Professor of Justice.

Gavin, Annie J. (2000), B.A., Livingstone College; M.A. American University; Ed.D., Washington University; Lecturer of Education.

Gavin, Michael H. (2000), B.A., Dickinson College; Lecturer of Literature.

George, Emil E. (1998), B.A., Bowling Green State University; Adjunct Associate Professor of Performing Arts.

Gerbig, Jo Ann (2000), B.A., Tulane University; Lecturer of Literature.

Geretz, Elizabeth (2000), B.A., B.S., The Wharton School; M.B.A., University of Maryland; Professorial Lecturer of Marketing.

Getty, Matthew J. (2000), B.A., Gettysburg College; Lecturer of Literature.

Ghose, Devajyoti (2000), B.A., University of Delhi; M.A., Ph.D., University of California, San Diego; Professorial Lecturer of Finance.

Gibbons, Michael (2001), B.A., Williams College; Ph.D., The Fielding Institute; Professorial Lecturer of Sociology.

Gignesi, Amy L. (1998), B.A., Vassar College; Lecturer of Economics.

Gilligan, Michele (2001), B.A., Smith College; J.D., LL.M., The George Washington University; Adjunct Associate Professor of Law.

Gilmore, Melissa (2000), B.A., M.A., American University; Lecturer of Literature.

- Ginsburg, Jessica** (2000), A.B., Princeton University; J.D., University of Virginia; M.A., Rutgers State University; Adjunct Associate Professor of Law.
- Gjino, Arben** (2001), B.A., University of Tirana; Lecturer of Health and Fitness.
- Gladson, Stephen** (1999), B.A., Dickinson College; M.F.A., Columbia University; Lecturer of Literature.
- Glyshaw, Kathy** (2000), B.A., Goucher College; M.A., Ph.D., University of Delaware; Professorial Lecturer of Psychology.
- Goldberg, Carol** (1998), B.A., University of Maryland; Professorial Lecturer of Art.
- Goldberg, Glenn** (2001), M.F.A., Queens College; Scholar in Residence of Art.
- Goldberg, Odette** (1999), B.A., Haifa University; Lecturer of Language and Foreign Studies.
- Goldberg, Patricia Mitchell** (1999), B.A., American University; J.D., George Mason University; Professorial Lecturer of Justice.
- Gonzalez de Armas, Caroline** (1995), J.D., Complutense University; Professorial Lecturer of Language and Foreign Studies.
- Goodman, Melvin A.** (1997), B.A., The Johns Hopkins University; M.A., Ph.D., Indiana University; Adjunct Professor of Government.
- Gordon, Richard** (1994), A.S., B.S., Park College; M.S., American University; Lecturer of Computer Science and Information Systems.
- Gorenman, Yuliya** (1997), B.Mus., St. Petersburg Conservatory; M.Mus., San Francisco Conservatory of Music; Musician in Residence of Performing Arts.
- Gorina-Ysern, Montserrat** (2000), LL.B., University of Autonomia de Barcelona; LL.M., University of Barcelona; Ph.D., University of New South Wales; Professorial Lecturer of International Service.
- Goroff, Diana K.** (2000), B.A., Emmanuel College; Ph.D., Georgetown University; Adjunct Professor of Biology.
- Gorove, Katherine M.** (1998), B.A., University of Mississippi; M.S., London School of Economics and Political Science; J.D., Columbia University; Adjunct Professor of Law.
- Grady, Daniel** (1999), A.B., Clark University; M.A.I.D., M.A., Tufts University; Lecturer of Government.
- Grand, Stephen Ross** (2000), B.A., University of Virginia; Ph.D., Harvard University; Professorial Lecturer of International Service.
- Grant, Steven** (1995), B.A., M.A., University of Wisconsin; Professorial Lecturer of Communication.
- Gray, Anthony W.** (2000), B.A., Tufts University; M.A., Ph.D., American University; Professorial Lecturer of International Service.
- Graybill, Donald** (2001), B.A., College of Wooster; M.Ed., Ed.D., University of Massachusetts; Professorial Lecturer of Sociology.
- Green, Paula** (1999), B.S., Keene College of New Jersey; M.A., New York University; Ed.D., Boston University; Professorial Lecturer of International Service.
- Greenberg, Joshua R.** (2001), B.A., University of California, Santa Cruz; M.A., American University; Lecturer of History.
- Gregori, Lucia** (1999), B.S., The University of Texas; Ph.D., Stanford University; Professorial Lecturer of Language and Foreign Studies.
- Greig, Barbara J.** (1990), M.Ed., University of Maryland; Ph.D., American University; Adjunct Professor of Public Administration.
- Griffin, Gary** (1997), B.S., American University; Professorial Lecturer of Communication.
- Griffin, Patrick** (1997), B.S., St. Peter's College; M.S., Ph.D., University of Wisconsin - Milwaukee; Professorial Lecturer of Government.
- Groscup, Suzanne H.** (1995), B.A., The College of William and Mary; M.Ed., University of Virginia; Lecturer of Education.
- Grossinger, Harvey** (1990), B.A., New York University; M.A., Indiana University; M.F.A., American University; Professorial Lecturer of Literature.
- Groves, Joseph** (2001), B.A., Georgia Institute of Technology; M.Div., Louisville Presbyterian Theological Seminary; M.Phil., Ph.D., Yale University; Adjunct Professor of International Service.
- Grymes, Linda J.** (2000), Lecturer of Health and Fitness.
- Guambana, V.A.** (1999), B.A., State University of New York at Buffalo; Lecturer of Literature.
- Gulati, Vinay** (1998), M.A., Governors State University; M.B.A., Northwestern University; Professorial Lecturer of Finance.
- Gumbrewicz, Jennifer C.** (2001), B.A., B.A., American University; Lecturer of Justice.
- Gundlach, Jennifer A.** (2000), B.A., Kenyon College; J.D., Washington College of Law of American University; Professorial Lecturer of Law.
- Gupta, Dinkar** (2000), B.A., Punjabi University; M.A., Gnd University; Executive in Residence of International Service.
- Guridy, Frank** (2001), B.A., Syracuse University; M.A., University of Illinois at Chicago; Lecturer of History.
- Gustitus, Linda J.** (2000), B.A., Oberlin College; J.D., Wayne State University; Adjunct Professor of Law.
- Haddad, Bassam** (1997), B.A., George Mason University; M.A., Georgetown University; Lecturer of Sociology.
- Hadjis, Eugenia E.** (2000), B.A., State University of New York at Albany; Lecturer of Communication.
- Hagen, Paul** (1993), B.A., Providence College; J.D., American University; Adjunct Associate Professor of Law.
- Haldeman, Katherine L.** (1997), B.A., The George Washington University; M. Health Ed., George Mason University; Lecturer of Health and Fitness.
- Halling, Lianne** (1998), B.A., Virginia Commonwealth University; M.S., American University; Lecturer of Health and Fitness.
- Hamilton, Ernest** (1994), B.A., M.A., University of Panjab; Ph.D., Kent State University; Professorial Lecturer of Philosophy.
- Handloff, Heather** (2000), B.S., Syracuse University; M.G.A., University of Maryland; Professorial Lecturer of Management.
- Hanley, Paul** (1999), B.A., M.A., Oxford University; M.A., Claremont Graduate University; Professorial Lecturer of Communication.
- Hansen, Peter C.** (1999), B.A., M.A., American University; J.D., Washington College of Law of American University; Professorial Lecturer of Law.
- Harper, Keith** (1999), B.A., University of California; J.D., New York University; Professorial Lecturer of Law.
- Harris, Michelle Fantt** (1998), B.A., University of Maryland, Baltimore County; M.A., The Johns Hopkins University; J.D., University of Baltimore; Professorial Lecturer of Public Administration.
- Harshe, Shelley G.** (2000), B.A., California State University; Lecturer of Language and Foreign Studies.

- Hart, Barry** (1998), B.A., University of Maryland; M.Div., Eastern Mennonite Seminary; Ph.D., George Mason University; Professorial Lecturer of International Service.
- Harty, Martin** (1999), B.S., Loyola University; J.D., Georgetown University; LL.M., The George Washington University; Professorial Lecturer of Law.
- Harvey, Todd Dunham** (2000), B.A., Washington and Lee University; M.M., D.M.A., The Ohio State University; Professorial Lecturer of Performing Arts.
- Hassan, Hugh** (1979), B.A., Georgetown University; M.S., University of the District of Columbia; Adjunct Professor of Performing Arts.
- Havlicek, Franklin L.** (1999), B.A., M.A., J.D., Columbia University; Adjunct Professor of Government.
- Hayes, Darrell C.** (1993), B.S., M.A., University of Mexico; Professorial Lecturer of Communication.
- Hazard, Jr., George F.** (1998), B.S., The College of William and Mary; M.S., Ph.D., American University; Adjunct Associate Professor of Chemistry.
- Helfand, Barry H.** (1992), B.A., University of Delaware; J.D., University of Maryland; Professorial Lecturer of Law.
- Henderson, Keith** (1999), B.A., University of Southern Mississippi; J.D., Mississippi College; LL.M., Georgetown University; Professorial Lecturer of Law.
- Hendrick, Thomas T.** (1998), B.A., University of Georgia; Professorial Lecturer of Communication.
- Heng-Blackburn, Pek** (1996), B.A., M.A., University of Auckland; Ph.D., University of London; Scholar in Residence of International Service.
- Henry, Dagny** (1995), B.A., Oberlin College; M.S., Bank Street College of Education; Lecturer of Education.
- Herman, Joshua** (1998), B.S., Ithaca College; Professorial Lecturer of Marketing.
- Herrmann, Sally Wisse** (2000), B.S., Georgia Southern College; M.Ed., Boston University; Lecturer of Education.
- Hessenius, Charles L.** (1992), B.A., Iowa State University; Ph.D., Washington State University; Professorial Lecturer of Government.
- Hester, Donald** (1997), B.A., American University; M.I.P.A., Syracuse University; Ph.D., University of Pennsylvania; Professorial Lecturer of International Service.
- Hill, Vicki L.** (1995), B.S., University of Toledo; M.A., American University; M.S., University of the District of Columbia; Lecturer of Mathematics and Statistics.
- Hillman, Douglass** (1999), B.A., Nichols College; M.B.A., The Johns Hopkins University; Professorial Lecturer of Marketing.
- Hillman, Philipia L.** (1995), B.A., Howard University; M.A., Ph.D., American University; Professorial Lecturer of Sociology.
- Himawan, Bagus P.** (2000), B.A., Trisakti University, Jakarta; M.A., American University; M.S., The George Washington University; Lecturer of Communication.
- Hinely, Jamie** (2001), B.S., Salisbury State University; Masters of Divinity, Westminster Theological Seminary; Lecturer of Marketing.
- Hirschbichler, Monika** (2000), B.A., M.A., University of Maryland; Lecturer of Art.
- Hirzy, William** (1994), B.S., Ph.D., University of Missouri; Adjunct Professor of Chemistry.
- Ho, Pensri** (2000), B.A., Barnard College; Ph.D., University of Southern California; Professorial Lecturer of Anthropology.
- Holbein, James** (1993), B.A., University of California, Santa Barbara; J.D., University of Arkansas; Professorial Lecturer of Law.
- Horn, Nancy** (1996), B.A., University of California, Berkeley; M.A., University of California, Los Angeles; Ph.D., Michigan State University; Professorial Lecturer of International Service.
- Horowitz, Philip M.** (1988), A.B., Upsala College; J.D., Georgetown University; Adjunct Professor of Law.
- Houston, Joseph** (1985), B.S., University of Maryland; M.B.A., American University; Lecturer of Finance.
- Howard, Peter M.** (2000), B.A., The Ohio State University; M.A., Columbia University; Lecturer of International Service.
- Howes, Alice C.** (1999), B.A., James Madison University; M.A., American University; Professorial Lecturer of Performing Arts.
- Howley, Michele L.** (2000), B.A., The Pennsylvania State University; Lecturer of Art.
- Hsiao, Alexander Hsin** (2001), B.A., American University; Lecturer of Art.
- Huff, Priscilla** (2001), A.B., Dartmouth College; M.S., Columbia University; Professorial Lecturer of Communication.
- Hunger, David** (2001), B.A., University of Massachusetts at Boston; M.S., Ph.D., University of Oregon; Professorial Lecturer of Economics.
- Hunt, Gregory A.** (1999), B.A., University of Miami; M.S., American University; Lecturer of Government.
- Hunter, David** (1992), B.A., University of Michigan; J.D., Harvard University; Adjunct Professor of Law.
- Hurd, Robert E.** (1999), B.A., University of Wisconsin - Madison; Ph.D., University of Tennessee at Knoxville; Professorial Lecturer of Communication.
- Hussey, Amanda Clare** (2000), B.S., University of Aston, Birmingham; Lecturer of Language and Foreign Studies.
- Hutchens, Philip H.** (1999), B.A., M.S., San Diego State University; Ph.D., American University; Lecturer of Public Administration.
- Idyll, Janice L.** (1994), B.S., Florida State University; M.S., Wheelock College; Ed.D., American University; Professorial Lecturer of Education.
- Illum, Natalie E.** (2000), B.A., Mary Washington College; Lecturer of Literature.
- Isaacs, Diane** (2000), B.A., Smith College; M.A., Stanford University; Ed.D., Columbia University; Lecturer of Education.
- Issi, Dominick** (2000), B.S., University of Oregon; M.A., Pepperdine University; Professorial Lecturer of Management.
- Jaffe, Harry S.** (1999), B.A., Dickinson College; Professorial Lecturer of Communication.
- Jalali Shirazi, Behzad** (1994), B.S., M.A., American University; Lecturer of Mathematics and Statistics.
- James, Nancy C.** (1999), B.A., California State University, Sacramento; M.Div., Virginia Theological Seminary; Ph.D., University of Virginia; Professorial Lecturer of Literature.
- Jannery, Beth A.** (2000), B.A., Framingham State College; M.S., Boston University; Professorial Lecturer of Communication.
- Jansen, Anicca** (1999), B.A., University of Minnesota; M.R.P., Ph.D., Cornell University; Professorial Lecturer of International Service.

- Jeffries, Francis M.** (1997), B.A., American University; M.A., The Catholic University of America; M.L.S., Georgetown University; Professorial Lecturer of International Service.
- Jenkins, William** (1989), B.A., Rice University; M.A., Ph.D., University of Wisconsin - Madison; Adjunct Associate Professor of Public Administration.
- Jiang, Weiqiang** (1994), B.A., Shanghai International Studies; M.A., University of Oregon; Lecturer of Language and Foreign Studies.
- Johannesdottir, Sigridur** (2000), B.A., University of Iceland; M.F.A., West Virginia University; Professorial Lecturer of Performing Arts.
- Johnson, Aurelie B.** (2000), B.A., Université de Caen; M.A., Université de Rouen; Lecturer of Language and Foreign Studies.
- Johnson, David Mario** (1996), B.A., J.D., Georgetown University; Professorial Lecturer of Government.
- Johnson, Thomas** (1998) (1995), B.A., M.A., University of Connecticut, Ph.D., American University; Professorial Lecturer of International Service.
- Johnston, Jennifer** (1998), B.A., The University of Georgia; M.A., University of Oregon; Ed.M., Harvard University; Professorial Lecturer of Literature.
- Jones, Andy D.** (1999), B.S., M.S., Arkansas State University; Lecturer of Mathematics and Statistics.
- Jones, Brenda B.** (1997), B.A., College of Notre Dame of Maryland; M.S., The Johns Hopkins University; Lecturer of Public Administration.
- Jones, James** (1997), B.A., University of Illinois; M.P.A., University of Southern California; M.S., University of Miami; Professorial Lecturer of Justice.
- Jones, Rhonda M.** (2000), B.A., J.D., The College of William and Mary; Professorial Lecturer of Law.
- Jones, Thomas** (1995), A.B., Harvard College; LL.B., University of Wisconsin; Lecturer of Law.
- Jones, William K.** (1992), B.S.F., West Virginia University; M.S., University of Virginia; Lecturer of Biology.
- Joseph, Lennox E.** (1995), Ph.D., Case Western Reserve University; Professorial Lecturer of Public Administration.
- Jouet, Catherine C.** (2000), B.A., University of North Carolina at Greensboro; M.Ed., University of Georgia; Lecturer of Education.
- Jung, Killee** (2000), B.S., Kyungwon University; M.S., American University; Lecturer of Mathematics and Statistics.
- Jung, Tania** (2000), B.A., M.A., University of Missouri - Columbia; Lecturer of Art.
- Jurenas, Joan B.** (1990), B.M., DePauw University; M.A., American University; Lecturer of Performing Arts.
- Kahn, Penny** (2000), B.S., J.D., University of Florida; Professorial Lecturer of Law.
- Kaib, David M.** (2001), B.A., American University; Lecturer of Government.
- Kaminski, Michael D.** (1992), A.B., B.S.E., B.S., J.D., University of Michigan; Adjunct Professor of Law.
- Kane, Brendan M.** (2001), B.A., University of Rochester; M.Phil., National University of Ireland; Lecturer of History.
- Kane, N. Stephen** (1998), B.A., M.A., Temple University; Ph.D., University of Colorado at Boulder; Adjunct Professor of Government.
- Kaplan, Lester** (1999), B.A., Southampton College; M.S.W., Hunter College; Adjunct Associate Professor of Justice.
- Kappelhoff, Mark J.** (1995), B.S., St. John's University; J.D., Washington College of Law of American University; Adjunct Associate Professor of Law.
- Kargman, Steven** (2001), B.A. Swarthmore College; J.D., Yale University; Professorial Lecturer of Law.
- Karl, John** (1992), B.A., M.A., Ph.D., University of Toronto; Adjunct Professor of Law.
- Karp, Carole** (2000), B.S., Boston University; M.A., Ph.D., University of Michigan; Professorial Lecturer of Language and Foreign Studies.
- Kass, David S.** (1999), B.A., Amherst College; M.A., University of Missouri - Saint Louis; M.P.A., Princeton University; Lecturer of Sociology.
- Kasten, Bonnie R.** (1996), B.F.A., University of South Dakota; Lecturer of Public Administration.
- Katish, John R.** (1998), B.S., University of Maryland; M.B.A., New York University; Adjunct Professor of Finance.
- Katriel, Roy A.** (1999), B.S., University of Miami; B.S., Boston University; J.D. Washington College of Law of American University; Ph.D., City University of Los Angeles; Professorial Lecturer of Law.
- Katz, Fred** (2000), B.A., New York University; M.A., University of California, Berkeley; Lecturer of Physics.
- Kaufman, Anne Lee** (2000), B.A., Smith College; M.A., University of Montana; Writing Instructor.
- Kaufman, Joshua** (1989), B.A., University of Maryland; J.D., The George Washington University; Adjunct Professor of Law.
- Kaynak, Katherine A.** (2000), B.A., Yale University; M.S., Ph.D., Rutgers State University; Professorial Lecturer of Psychology.
- Kedem, Calanit** (1998), B.A., University of Maryland; J.D., American University; Lecturer of Law.
- Keeney, John C.** (2000), B.A., University of Notre Dame; J.D., Harvard University; Professorial Lecturer of Law.
- Kellam, Susan R.** (1999), B.A., University of Wisconsin - Madison; Professorial Lecturer of Communication.
- Kelley, Kristen** (1999), B.F.A., Adelphi University; M.A., American University; Lecturer of Performing Arts.
- Kelly, John E.** (2000), B.S., Roosevelt University; M.S., American University; Lecturer of Public Administration.
- Kennedy, Allison A.** (2001), B.A., American University; Lecturer of Health and Fitness.
- Kerschner, Jane Levinson** (2000), B.S., Northwestern University; M.A., The George Washington University; Lecturer of Education.
- Kester, Terry D.** (1998), B.A., The College of William and Mary; M.F.A., The Pennsylvania State University; Professorial Lecturer of Performing Arts.
- Keys, Peter** (1999), B.A., Mary Washington College; M.S., American University; Lecturer of Computer Science and Information Systems.
- Khadigala, Lynn S.** (1999), B.A., Oberlin College; M.A., The Johns Hopkins University; Professorial Lecturer of International Service.
- Kilyk, Luke A.** (1998), B.A., Lehigh University; J.D., The Catholic University of America; Adjunct Associate Professor of Law.

- Kimble, Bruce A.** (1989), B.A., M.A., University of Virginia; J.D., The College of William and Mary; Adjunct Associate Professor of Justice.
- Kinney, Barbara** (1999), B.S., William Allen White School of Journalism; Lecturer of Communication.
- Kirch, John F.** (2000), B.A., University of Missouri; Lecturer of Communication.
- Kivrak, Osman** (1987), M.M., D.M.A., The Catholic University of America; Musician in Residence of Performing Arts.
- Klein, Gilbert F.** (1991), B.A., Rollins College; M.A., American University; Professorial Lecturer of Communication.
- Klinger, Lawrence** (2000), A.B., Clark University; J.D., Boston College; LL.M., Georgetown University; Professorial Lecturer of Law.
- Knudson, Pamela Harrison** (1998), B.A., Brigham Young University; M.A., American University; Lecturer of Education.
- Kokkotos, Fotios K.** (2000), B.S., M.S., Wright State University; Lecturer of Mathematics and Statistics.
- Koman, Amanda** (2000), B.A., J.D., The College of William and Mary; M.Sc., The University of London; Professorial Lecturer of Law.
- Konowe, Adam D.** (1996), B.A., University of Rochester; M.A., American University; Professorial Lecturer of Communication.
- Kopfstein-Penk, Alicia** (1997), B.M., M.A., American University; Professorial Lecturer of Performing Arts.
- Kotelnicki, Michael G.** (2001), B.S., Slippery Rock University; M.S., Indiana University of Pennsylvania; Lecturer of Health and Fitness.
- Kotz, Bruce M.** (1998), B.A., University of Maryland; M.A., American University; Lecturer of Government.
- Koval, Melissa J.** (2000), B.S., University of Pittsburgh; M.F.A., New York University; Lecturer of Communication.
- Kraemer, Joseph S.** (1998), B.S., Georgetown University; M.B.A., The George Washington University; M.A., Ph.D. University of Michigan; Adjunct Associate Professor of Management.
- Kraft, Stephen** (1996), A.B., Bucknell University; Adjunct Professor of Art.
- Krantz, Sheldon** (1990), B.S.L., J.D., University of Nebraska; Adjunct Professor of Law.
- Kraynak, Mark E.** (1999), B.S.E., Duke University; Lecturer of Literature.
- Kroener, William F.** (1997), B.A., Yale University; M.B.A., J.D., Stanford University; Adjunct Professor of Law.
- Kroll, Amy** (1998), B.A., Wesleyan College; J.D., Yeshiva University; Professorial Lecturer of Law.
- Krughoff, Tracy L.** (2001), A.A., International Fine Arts College; B.A., University of New Mexico; M.A., American University; Lecturer of Communication.
- Kutina, Jan** (1980), C.Sc., R.N.Dr., Ph.Mr., Charles University; Adjunct Professor of Chemistry.
- Lamberton, Benjamin P.** (1991), B.A., Union College; LL.B., University of Virginia; Adjunct Professor of Law.
- Lancaster, Bruce** (1997), B.S., State University of New York; M.A., University of Maryland; Lecturer of Mathematics and Statistics.
- Lande, Vladimir** (1996), B.M., St. Petersburg College of Music; M.M., St. Petersburg Conservatory of Music; Professorial Lecturer of Performing Arts.
- Lang, Lynn Z.** (1998), B.S., James Madison University; M.E., University of Virginia; Professorial Lecturer of Education.
- Lange, Andrea** (1989), B.A., Mount Holyoke College; M.S., Ph.D., American University; Professorial Lecturer of Justice.
- Langman, Mary** (1989), B.A., University of Iowa; M.A., George Mason University; Ph.D., American University; Clinical Psychologist in Residence.
- Lapidus, Robert** (1993), B.A., M.S., Ohio University; M.S., American University; Adjunct Professor of Public Administration.
- Laughlin, Daniel D.** (1998), B.A., Warren Wilson College; M.A., University of New Castle; Lecturer of Education.
- Laughlin, S. Sherburne** (1997), B.A., Davidson College; M.P.P.M., Yale University; Professorial Lecturer of Performing Arts.
- LaVoy, Diane** (2000), B.A., Wellesley College; M.P.A., Princeton University; Professorial Lecturer of International Service.
- Lawrence, Christine C.** (1993), B.A., Chamaine College; M.A., American University; M.A., Georgetown University; Professorial Lecturer of Communication.
- Lazar, Teri** (1997), B.M., M.M., D.M.A., The Catholic University of America; Musician in Residence.
- Le Goc, Michel** (1997), B.A., University of Rennes; M.A., Sorbonne; Ph.D., University of Rennes; Adjunct Professor of International Business.
- Leach, Stephen** (1991), B.A., Yale University; J.D., Stanford University; Adjunct Professor of Law.
- Lederer, Laura J.** (1999), B.A., University of Michigan; J.D., University of San Francisco; Professorial Lecturer of Justice.
- Lee, James R.** (1991), B.A., University of California, Riverside; M.A., San Francisco State University; Ph.D., American University; Professorial Lecturer of International Service.
- Lee, Ji Sun** (1999), B.A., J.D., The College of William and Mary; Professorial Lecturer of Law.
- Lehrman, Robert** (1998), B.A., Tufts University; M.A., University of Iowa; Professorial Lecturer of Communication.
- Leistner, Thomas R.** (1997), B.M., Central Michigan University; M.M., Ph.D., Northwestern University; Professorial Lecturer of Performing Arts.
- Lembesis, Meghan** (2001), B.A., Princeton University; M.B.A., The University of Chicago; Lecturer of Marketing.
- Lerner, Phyllis K.** (1999), B.S., Springfield College; M.A., Chapman College; Lecturer of Education.
- Levchev, Vladimir** (2000), M.A., The Academy of Fine Arts, Sofia; M.F.A., American University; Lecturer of Literature.
- Levin, Alexandra** (2000), B.A., M.A., George Mason University; Lecturer of Health and Fitness.
- Levine, Kristin S.** (2000), B.A., Swarthmore College; Lecturer of Communication.
- Lewis, John W.** (2001), B.S., University of Maryland; M.A., Ph.D., George Mason University; Professorial Lecturer of Psychology.
- Lieberman, Michael** (1997), B.A., University of Wisconsin; J.D., Washington College of Law of American University; Professorial Lecturer of Law.

- Lightman, David** (1984), B.A., M.A., University of Maryland; Professorial Lecturer of Communication.
- Ligon, Jack** (1994), B.S., Virginia Polytechnic Institute and State University; M.S., University of Pennsylvania; Ph.D., George Mason University; Professorial Lecturer of Computer Science and Information Systems.
- Lipinski, Lisa** (2001), B.A., M.A., Michigan State University; Ph.D., The University of Texas at Austin; Professorial Lecturer of Art.
- Little, Douglas A.** (1997), B.S., Mount Saint Mary's College; M.A., Ph.D., The Catholic University of America; Professorial Lecturer of Economics.
- Lockhart, Roger** (2000), B.S., West Virginia University; Professorial Lecturer of Marketing.
- Loft, Bridget Gillis** (2000), B.A., M.A.T., University of Virginia; Lecturer of Education.
- Long, Virginia** (1998), B.S., Millersville State University; M.Ed., Pennsylvania State University; Ph.D., University of Wisconsin; Professorial Lecturer of Mathematics and Statistics.
- Lopez, Silvia A.** (1999), B.A., Hood College; Lecturer of Language and Foreign Studies.
- Lotterman, Thomas** (1997), A.B., Princeton University; J.D., University of Michigan; Professorial Lecturer of Law.
- Loverro, Thomas** (1997), B.S., University of Scranton; M.A., American University; Professorial Lecturer of Communication.
- Lowenthal, Diane J.** (2000), B.A., University of Michigan; Ph.D., Carnegie Mellon University; Professorial Lecturer of Government.
- Lubic, Wendie A.** (2000), B.S., Tufts University; M.A., Columbia University; Lecturer of Art.
- Lukacs, Yehuda** (1993), B.A., M.A., American University; Adjunct Associate Professor of International Service.
- Lydon, Catherine** (2001), B.A., University of California, San Diego; Lecturer of Art.
- Lyles, Carole** (2000), B.A., Morgan State University; M.B.A., Columbia University; Lecturer of Public Administration.
- Machado, John L.** (2000), B.A., University of Miami; J.D., University of Notre Dame; Professorial Lecturer of Law.
- Mahadevan-Vijaya, Ramya** (2001), B.A., Mumbai University; Lecturer of Economics.
- Maksoud, Clovis** (1991), B.A., American University; LL.B., M.A., J.D., The George Washington University; Ph.D., New England College; Adjunct Professor of International Service.
- Malone, Patrick** (2001), B.S., Southwest Texas State University; M.S., Trinity University; Ph.D., American University; Professorial Lecturer of Public Administration.
- Maloy, Timothy** (1995), B.A., The George Washington University; Professorial Lecturer of Communication.
- Manalo, Isabel** (2000), B.A., University of Wisconsin - Madison; B.F.A., Art Institute of Chicago; M.F.A., Yale University; Professorial Lecturer of Art.
- Mannina, Debra E.** (2000), B.S., M.Ed., University of Maryland; Lecturer of Mathematics and Statistics.
- Manning-Stubenber, Laura** (1992), B.S., M.A., Oklahoma State University; Ph.D., University of California; Professorial Lecturer of Government.
- Marcum, Sue A.** (1999), B.S.B.A., M.S., American University; Lecturer of Accounting.
- Marin-Dale, Margarita B** (2000), B.A., J.D., The George Washington University; Professorial Lecturer of Language and Foreign Studies.
- Mark, Alan** (1992), B.A., New York University; J.D., Washington College of Law of American University; LL.M., The George Washington University; Adjunct Professor of Law.
- Marklein, Mary B.** (1989), B.A., University of Wisconsin; M.A., American University; Professorial Lecturer of Communication.
- Markovic, Nenad** (2000), M.D., University of Skopje; Adjunct Professor of Biology.
- Markovic, Olivera** (1999), M.D., University in Skopje; Dr.Sc., University in Belgrade; Professorial Lecturer of Health and Fitness.
- Marsh, Stacey K.** (2000), B.A., M.A., American University; Lecturer of International Service.
- Marshak, Robert J.** (1991), B.A., Duke University; M.P.A., Ph.D., American University; Adjunct Professor in Residence of Public Administration.
- Mason, Katrina** (1998), B.A., Smith College; M.A., University of Pennsylvania; Lecturer of Literature.
- Mason, Michael D.** (1997), B.A., Georgetown University; J.D., The George Washington University; Professorial Lecturer of Law.
- Mastalli, Grace L.** (1998), B.A., University of Denver; J.D., University of Maryland; Adjunct Associate Professor of Justice.
- May, Joan Bolling** (2000), B.A., Emory and Henry College; M.M., University of Maryland; Professorial Lecturer of Performing Arts.
- May, John** (2001), B.S., Carnegie Mellon University; J.D., Georgetown University; Adjunct Associate Professor of Law.
- Mayer, Ghislaine** (2000), B.S., Stockton State College; Ph.D., Albert Einstein College of Medicine; Professorial Lecturer of Biology.
- McCann, Jeanne** (2001), B.S., Boston University; M.S.W., The Catholic University of America; M.A., American University; Professorial Lecturer of Communication.
- McCargo, Cathleen F.** (1998), B.A., Indiana University; M.A., Northwestern University; Lecturer of Education.
- McCarthy, Colman** (1999), B.S., Spring Hill College; Adjunct Professor of International Service.
- McClure, Elizabeth A.** (2000), B.A., California Lutheran University; M.A., American University; Lecturer of Literature.
- McClure, Helen R.** (2001), B.A., Barnard College; Lecturer of International Service.
- McCracken, Stephen D.** (2000), B.A., M.A., University of Florida; Ph.D., The University of Texas at Austin; Scholar in Residence of International Service.
- McGuire, Kristen A.** (2001), B.A., Elon College; M.A., American University; Lecturer of Communication.
- McLoughlin, Glenn J.** (1998), B.A., M.A., Providence College; M.B.A., The George Washington University; Professorial Lecturer of International Service.
- McRoberts, Brian** (2001), B.A., M.A., Webster University; M.A., Southern Illinois University; Lecturer of Marketing.
- Melendez, Michele** (2001), B.A., American University; Professorial Lecturer of Communication.
- Menke-Fish, Sarah** (1994), B.A., University of Northern Iowa; M.A., American University; Educator in Residence of Communication.

- Meredith, Pamela** (1993), J.D., University of Oslo; LL.M., McGill University; Adjunct Associate Professor of Law.
- Merz, Albert H.** (1972), B.M., Eastman School of Music; M.M., The Catholic University of America; Adjunct Associate Professor of Performing Arts.
- Messier, John D.** (2001), B.A., Richard Stockton College; Lecturer of Economics.
- Metz, Jeri** (1999), B.A., Sarah Lawrence College; M.S., American University; Lecturer of Biology.
- Michaels, Joel** (1997), B.A., The George Washington University; J.D., American University; Professorial Lecturer of Law.
- Midkiff, Charles** (1977), B.S., M.S., M.S., The George Washington University; Adjunct Professor of Justice.
- Milatz, John** (1996), B.A., University of Wisconsin - Madison; M.A., The George Washington University; Ph.D., Virginia Polytechnic Institute and State University; Professorial Lecturer of Public Administration.
- Miller, J. Daiva** (2000), B.A., University of California, Los Angeles; M.A., George Mason University; Lecturer of Language and Foreign Studies.
- Miller, Kent L.** (1996), B.S., B.S., M.S., Ph.D., Carnegie Mellon University; Assistant Professor of Computer Science and Information Systems.
- Miller, Leroy L.** (1984), B.A., Washington State University; Ph.D., University of Bonn; Professorial Lecturer of International Service.
- Miller, Lori** (1997), A.B., Eastern Illinois University; Lecturer of Communication.
- Miller, Milton L.** (1995), B.S., United States Military Academy; M.S.B.A., Boston University; M.S., The Pennsylvania State University; Professorial Lecturer of Management.
- Miller, W. Todd** (1997), B.A., University of Virginia; J.D., University of Michigan; Professorial Lecturer of Law.
- Miller, William C.** (1985), B.A., University of Maryland; LL.B., J.D., The George Washington University; Adjunct Professor of Law.
- Minahan, Matt** (2000), B.A., University of Maryland; M.S., University of Hartford; Ed.D., The George Washington University; Professorial Lecturer of Public Administration.
- Minnema, Daniel** (1993), B.A., Ripon College; Ph.D., Medical College of Virginia; Adjunct Associate Professor of Chemistry.
- Modarres-Hakimi, Hossein** (1993), B.S., M.S., American University; Lecturer of Mathematics and Statistics.
- Mohamed, Sally** (2000), B.A., Texas Christian University; M.A., California State University, Los Angeles; Lecturer of Sociology.
- Mokatrin, Labeed** (1999), B.S., Haifa University; M.S., American University; Lecturer of Mathematics and Statistics.
- Monfraix, Jean-Louis B.** (2001), B.S., M.S., University of Florida; Lecturer of Biology.
- Mooney, James W.** (1980), B.A., The Catholic University of America; M.A., Rice University; Professorial Lecturer of History.
- Morris, Lydia J.** (2000), B.S., Portland State University; Lecturer of Literature.
- Morris, Patricia T.** (2000), B.A., Jacksonville University; M.A., Bowling Green State University; Ph.D., Florida State University; Professorial Lecturer of International Service.
- Mosakowski, Linda** (2000), B.A., Eastern Baptist College; J.D., Widener University; M.L.T., Georgetown University; M.S., Drexel University; Professorial Lecturer of Law.
- Moss, Donna E.** (2000), B.A., Brooklyn College; M.Ed., George Mason University; Lecturer of Language and Foreign Studies.
- Murphy, Betty Southard** (1999), B.A., The Ohio State University; J.D., Washington College of Law of American University; Adjunct Professor of Law.
- Muskin, Joshua** (2000), B.A., Dartmouth College; M.A., M.C.P., Ph.D., University of Pennsylvania; Professorial Lecturer of Sociology.
- Nambiar, Kannan P.** (1997), B.A., City University of New York - Bronx; M.A., Ph.D., State University of New York at Stony Brook; Professorial Lecturer of Anthropology.
- Naod, Jordan** (1999), B.A., American University; Lecturer of Sociology.
- Neidhart de Ortiz, Jenifer L.** (1999), B.A., University of New Mexico; Lecturer of International Service.
- Nelson, Anna Kasten** (1986), B.A., M.A., University of Oklahoma; Ph.D., The George Washington University; Distinguished Historian in Residence.
- Nelson, Douglas** (2001), B.A., Rutgers State University; M.A., J.D., Ph.D., Columbia University; Professorial Lecturer of Law.
- Nevas, Stephen E.** (1998), B.A., University of Connecticut; J.D., Northeastern University; M.A., University of Pennsylvania; Professorial Lecturer of Communication.
- Nihan, Charles** (1995), B.A., University of Massachusetts; J.D., Georgetown University; Adjunct Professor of Law.
- Nolan, Janice M.** (2000), B.A., Howard University; M.A., Trinity College; Lecturer of Language and Foreign Studies.
- Noolan, Julie A.C.** (1994), M.A., M.B.A., Ph.D., The University of Chicago; Professorial Lecturer of Public Administration.
- Norris, Deborah O.** (1980), B.A., Colorado College; M.A., Ph.D., American University; Adjunct Professor of Psychology.
- Norton, Helen** (1998), A.B., Stanford University; J.D., University of California, Berkeley; Adjunct Associate Professor of Justice.
- Novosel, Steve** (1995), All-Service Music School; Lecturer of Performing Arts.
- Nyrop, Siri Elise** (2000), B.S., Georgetown University; M.A., New School of Social Research; Lecturer of Communication.
- O'Brien, Erin E.** (2000), B.A., John Carroll University; Lecturer of Government.
- O'Connor, Craig S.** (1999), B.S.B.A., University of Missouri; M.B.A., American University; Lecturer of International Business.
- O'Leary, Carole** (1995), B.A., M.A., Ph.D., University of Pennsylvania; Lecturer of International Service.
- Oakes, Dudley** (1999), B.A., University of Richmond; M.A., Ph.D., University of Michigan; Professorial Lecturer of Performing Arts.
- Ocasio, Benjamin** (1987), B.A., B.S., John Jay University; M.A., New School of Social Research; Adjunct Professor of Public Administration.
- Offenbacher, Beth** (1998), B.S., State University of New York at Brockport; M.A., American University; Professorial Lecturer of Communication.
- Oiler, Megan** (2000), B.S., The Pennsylvania State University; Lecturer of Art.
- Oleszek, Walter** (1975), B.S., State University of New York; M.A., Michigan State University; Ph.D., State University of New York; Congressional Scholar in Residence of Government.

- Oliver, James L.** (2000), B.S., University of Maryland; Lecturer of Marketing.
- Oros, Andrew** (2001), B.A., University of Southern California, Los Angeles; M.Phil., Columbia University; M.S., London School of Economics and Political Science; Lecturer of Government.
- Osmond, Robert** (1990), B.S., University of Wyoming; M.A., Ph.D., American University; Professorial Lecturer of International Service.
- Osterman, R. Dennis** (1988), B.S., Grove City College; M.S., J.D., American University; Adjunct Professor of Law.
- Otto, Julianne M.** (1999), B.A., Southwestern University; M.F.A., American University; Professorial Lecturer of Communication.
- Paddack, Stacy S.** (1999), B.A., The University of Texas at Austin; M.A., American University; J.D., Washington College of Law of American University; Professorial Lecturer of Law.
- Palmer, Richard B.** (1999), B.A., M.Ed., Western Maryland College; Ph.D., The University of Texas; Professorial Lecturer of Management.
- Parini, Matthew J.** (2000), B.A., Siena College; J.D., Washington College of Law of American University; Professorial Lecturer of Law.
- Parks, William Hays** (1996), A.B., J.D., Baylor University; Adjunct Professor of Law.
- Pascal, Emilio** (1999), B.A., Post-Baccalaureate, University of Wisconsin - Madison; Graduate Certificate, The Catholic University of America; Lecturer of Language and Foreign Studies.
- Peck, Robert S.** (1993), B.A., The George Washington University; J.D., Cleveland State University; LL.M., Yale University; Adjunct Associate Professor of Law.
- Pekala, Marc E.** (1998), B.A., American University; Lecturer of Art.
- Pentluge, Rachel** (2000), B.A., Wellesley College; M.A., American University; Lecturer of International Service.
- Perdue, Charles W.** (1988), B.A., The College of William and Mary; M.A., George Mason University; Ph.D., University of Virginia; Professorial Lecturer of Finance.
- Perera, Srilal** (2000), LL.B., University of Sri Lanka; M.A., The Johns Hopkins University; Ph.D., Georgetown University; Professorial Lecturer of Law.
- Perez, Roberto** (2001), B.A., Florida State University; M.Ed., Ph.D., The University of Texas at Austin; Professorial Lecturer of Education.
- Peri, Pinina** (2001), B.A., M.Ed., Tel-Aviv University; Ph.D., University of London; Professorial Lecturer of Education.
- Peterson, D. Hamilton** (1998), B.A., J.D., Georgetown University; LL.M., Temple University; Professorial Lecturer of Justice.
- Peterson, Matthew** (2000), B.A., University of Connecticut; M.S., Carnegie Mellon University; J.D., University of Pittsburgh; Lecturer of Finance.
- Pettavino, Paula J.** (1991), B.A., M.A., University of New Orleans; Ph.D., University of Notre Dame; Adjunct Professor of Government.
- Phillips, Susan C.** (2000), B.A., Swarthmore College; M.A., Columbia University; Lecturer of Communication.
- Piacente, Steve** (1996), B.A., American University; Lecturer of Communication.
- Picquiro, Jeneen** (1998), B.A., Swarthmore College; M.A., American University; Professorial Lecturer of Art.
- Pickholtz, Barbara** (1998), B.A., City University of New York; M.A., Western Maryland College; Lecturer of Education.
- Pikul, Robert P.** (1997), B.A., The Catholic University of America; M.S., University of Minnesota; M.S., Rennselaer Polytechnic Institute; Adjunct Associate Professor of Mathematics and Statistics.
- Pinkney-Matthews, Martina** (2000), B.A., University of the District of Columbia; M.A., Georgetown University; Ph.D., The Ohio State University; Professorial Lecturer of Education.
- Pinolini, Barbara** (1998), B.A., Stockton State College; M.F.A., The Catholic University of America; Professorial Lecturer of Performing Arts.
- Pipestem, Wilson** (1999), B.A., Oklahoma State University; J.D., Stanford University; Professorial Lecturer of Law.
- Piroth, Scott R.** (1995), B.A., University of Michigan; Lecturer of Government.
- Pleeter, Saul** (1993), B.A., City College of New York; Ph.D., State University of New York; Adjunct Professor of Economics.
- Poe, Donald B.** (1998), B.A., Duke University; M.S., Virginia Polytechnic Institute and State University; Ph.D., Cornell University; Adjunct Associate Professor of Justice.
- Pointer, Sharron K.** (2001), B.S., University of California, Berkeley; M.S., Bowie State University; Lecturer of Computer Science and Information Systems.
- Pond, Meredith H.** (1993), B.A., The George Washington University; M.F.A., American University; Lecturer of Literature.
- Poor, Linda** (2000), B.A., East Carolina University; M.A., University of Florida; Lecturer of Health and Fitness.
- Post, David** (1996), B.S., University of North Carolina at Chapel Hill; J.D., Duke University; Adjunct Associate Professor of Finance.
- Powell, Sarah** (1999), B.A., M.A., Western Kentucky University; Lecturer of Sociology.
- Press, Frederic** (2000), B.A., Union College; J.D., Georgetown University; Lecturer of Finance.
- Prindle, Deborah L.Z.** (2000), B.A., Swarthmore College; M.A., American University; Ph.D., University of Pennsylvania; Adjunct Associate Professor of International Service.
- Pulliam, Rodney** (2000), B.S., M.P.A., Virginia Commonwealth University; J.D., Case Western Reserve University; Lecturer of Justice.
- Quinn, Randall** (1999), B.A., University of Maryland; M.A., J.D., University of Virginia; Professorial Lecturer of Law.
- Raker, Irma S.** (1982), B.A., Syracuse University; J.D., Washington College of Law of American University; Adjunct Professor of Law.
- Randall, Kim A.** (1999), B.S., University of Maryland; M.S., American University; Lecturer of Computer Science and Information Systems.
- Rangoussis, Frank G.** (1998), B.A., High Point University; J.D., Nova Southeastern University; Lecturer of Justice.
- Ransom, Rainey** (1991), B.G.S., M.S., American University; J.D., The Catholic University of America; Ph.D., American University; Adjunct Associate Professor of Justice.
- Raphael, Linda** (1994), B.A., M.A., Ph.D., The Ohio State University; Professorial Lecturer of Jewish Studies.
- Rayford, Linwood** (2000), B.A., Boston University; J.D., Howard University; Professorial Lecturer of Law.
- Redmond, Lawrence** (2000), B.A., University of Maryland; M.A., American University; Professorial Lecturer of Performing Arts.
- Reed, Frank C.** (1997), Lecturer of Health and Fitness.

- Reed, Jeffrey W.** (1999). A.L.B., Harvard University; M.A., Ph.D., Emory University; Professorial Lecturer of Government.
- Reichler, Patricia A.** (2000). B.A., The George Washington University; M.A., The Catholic University of America; Lecturer of Literature.
- Reid, Inez S.** (1989). B.A., Tufts University; M.A., University of California, Los Angeles; J.D., Yale University; Ph.D., Columbia University; Adjunct Professor of Government.
- Reis, Paula** (2000). Lecturer of Health and Fitness.
- Relman, John** (1988). A.B., Harvard University; J.D., University of Michigan; Adjunct Professor of Law.
- Repp, Barbara** (2000). B.A., Hunter College; M.S., State University of New York at Buffalo; Lecturer of Education.
- Resnick, Portia B.** (2000). B.S., The Pennsylvania State University; M.A., Montclair State University; Lecturer of Health and Fitness.
- Rhea, Michael** (1999). B.A., Queens College; M.Ed., Columbia University; M.A., New School for Social Research; Professorial Lecturer of Communication.
- Richter, Jeffrey** (2001). B.A., Princeton University; Ph.D., Harvard University; Professorial Lecturer of History.
- Richter, Robert** (2001). B.A., The George Washington University; M.S., American University; Professorial Lecturer of Mathematics and Statistics.
- Rishmawi, Shireen G.** (1999). B.S., Beth-Lehem University, Palestine; M.S., American University; Lecturer of Mathematics and Statistics.
- Rizzi, Antoinette J.** (1980). B.A., American University; J.D., The George Washington University; Lecturer of Mathematics and Statistics.
- Roady, Stephen** (1995). B.A., Davidson College; J.D., Duke University; Adjunct Professor of Law.
- Robbins, Curtis** (1992). B.A., Gallaudet College; M.A., New York University; M.A., Ph.D., University of Maryland; Professorial Lecturer of Education.
- Robbins, Susan L.** (1998). B.A., Marymount College; M.Ed., Western Maryland College; Lecturer of Education.
- Roberts, Ann** (1993). Lecturer of Health and Fitness.
- Roberts, James K.** (1987). Lecturer of Health and Fitness.
- Roberts, Molly** (1998). B.A., M.F.A., University of Maryland; Professorial Lecturer of Communication.
- Roberts, Raedith H.** (2000). B.S., University of Oregon; M.P.A., Harvard University; M.A., American University; Lecturer and Language and Foreign Studies.
- Roberts-Burke, Bonnie R.** (1990). B.S., University of Maryland; M.S., University of Virginia; Lecturer of Literature.
- Rodriguez, Carlos** (1997). B.A., St. Edwards University; M.A., The University of Texas at San Antonio; Ph.D., University of Arizona; Researcher in Residence of Education.
- Rodriguez, Janine** (1999). B.S., Bridgewater State College; Lecturer of Education.
- Rogers, Virginia** (2000). B.A., University of Maryland; M.B.A., American University; Professorial Lecturer of Management.
- Romness, Suzanne** (1999). B.A., University of California, Santa Barbara; M.S., American University; Lecturer of Health and Fitness.
- Rosario, Cynthia M.** (2000). B.S., George Mason University; Lecturer of Health and Fitness.
- Rose, Barbara** (1993). B.A., Barnard College; M.A., Ph.D., Columbia University; Distinguished Art Historian in Residence.
- Rosenberg, Lory Diana** (1997). B.F.A., New York University; J.D., Northeastern University; Adjunct Associate Professor of Law.
- Rosenblatt, Alan J.** (2001). B.A., Tufts University; M.A., Boston College; Ph.D., American University; Professorial Lecturer of Communication.
- Rossi, Eugene** (1995). B.S., Fairfield University; J.D., American University; LL.M., Georgetown University; Professorial Lecturer of Law.
- Rossiter, Caleb S.** (2001). B.S., Cornell University; M.S., Cortland State University; Ph.D., Cornell University; Professorial Lecturer of Mathematics and Statistics.
- Rothenberg, Gilbert** (1992). B.A., University of Pennsylvania; J.D., American University; LL.M., Georgetown University; Adjunct Professor of Law.
- Rouse, Jennifer L.** (2001). B.A., M.A., Iowa State University; Lecturer of Literature.
- Rowley, Kathleen** (2001). B.S., M.Ed., University of Vermont; Lecturer of Health and Fitness.
- Rupp, Jr., Nelson W.** (1998). B.A., Denison University; J.D., Washington College of Law of American University; Adjunct Associate Professor of Law.
- Rush, Tonda** (2000). J.D., University of Kansas; Professorial Lecturer of Communication.
- Ryjik, Alexandre** (1995). B.A., George Mason University; Lecturer of Health and Fitness.
- Saalfeld, Daniel** (2001). B.A., University of North Carolina at Charlotte; M.F.A., American University; Lecturer of Literature.
- Saini, Uma U.** (1970). B.A., Delhi University; M.A., Indraprastha College; Lecturer of Language and Foreign Studies.
- Sakaji, Ibrahim Hassan** (2000). B.A., Islamic University, Medina; M.A., St. Joseph University, Beirut; Ph.D., Zaytoonah University, Tunis; Professorial Lecturer of Language and Foreign Studies.
- Saliba, Amale** (1999). B.S., Jesuit University; M.S., The George Washington University; Lecturer of Computer Science and Information Systems.
- Sampliner, Gary** (1999). B.A., Amherst College; M.S.F.S., J.D., Georgetown University; Professorial Lecturer of Law.
- Sanchirico, Inez Rohan** (1999). B.S., Boston University; M.A., University of California, Berkeley; Lecturer of Education.
- Saunders, Richard** (1989). B.A., Providence College; B.A., Cornell University; Ph.D., The Catholic University of America; Professorial Lecturer of Language and Foreign Studies.
- Savranskaya, Svetlana** (2001). B.A., Moscow State University; Ph.D., Emory University; Professorial Lecturer of Government.
- Schaeffer, Marc A.** (1990). B.A., The University of Texas at Austin; Ph.D., Uniformed Services, University of the Health Sciences; Professorial Lecturer of Health and Fitness.
- Schagrin, Kenneth A.** (1999). B.A., Clark University; J.D., University of Buffalo; LL.M., Washington College of Law of American University; Professorial Lecturer of Law.
- Schaler, Jeffrey A.** (1990). B.A., Antioch College; M.Ed., Ph.D., University of Maryland; Adjunct Professor of Justice.

- Schiappa-Pietra, Oscar** (1998), B.A., J.D., Universidad Nacional Mayor de San Marcos; M.S., London School of Economics and Political Science; LL.M., Pontificia Universidad Católica del Perú; LL.M., The George Washington University; Professorial Lecturer of Law.
- Schlemmer-Schulte, Sabine** (1997), LL.M., Saarland University; LL.M., Washington College of Law of American University; Professorial Lecturer of Law.
- Schlesinger, Scott B.** (1999), B.A., Park College; M.B.A., Golden Gate University; Lecturer of Computer Science and Information System.
- Schmitt, Erica L.** (2000), B.S., Eastern Michigan University; Lecturer of Justice.
- Schmitz, John** (1999), B.A., University of North Carolina at Chapel Hill; M.A., North Carolina State University; Lecturer of History.
- Scholle, Benjamin A.** (2000), B.A., Washington University; Lecturer of Communication.
- Schopf, Paula M.** (1999), B.A., Barnard College; M.A., Columbia University; Lecturer of Education.
- Schultz, Heidi** (1998), B.A., University of Toronto; M.A., American University; Lecturer of Performing Arts.
- Scott, Richard** (1996), B.A., Columbia University; M.A., Ph.D., Harvard University; Professorial Lecturer of Sociology.
- Scroggins, Sterling** (1988), B.M., Colorado State University; M.S., M.M., University of Colorado; M.A., American University; Adjunct Associate Professor of Performing Arts.
- Seashore, Charles** (1992), B.A., M.A., University of Colorado; Ph.D., University of Michigan; Adjunct Professor of Public Administration.
- Seashore, Edith** (1996), B.A., Antioch College; M.A., Columbia University; Adjunct Professor of Public Administration.
- Segal, Julie** (2000), B.A., Washington University; J.D., Syracuse University; Professorial Lecturer of Government.
- Seitz, Robin Berk** (2000), B.S., SFD, Zurich; M.A., American University; Lecturer of International Service.
- Severt, John** (1989), B.A., Kent State University; J.D., Georgetown University; Adjunct Professor of Law.
- Shabae, Andrew** (2001), M.S., Technical University of St. Petersburg; Ph.D., American University; Professorial Lecturer of Physics.
- Shah, Rushi D.** (1999), B.S., M.S., American University; Lecturer of Computer Science and Information Systems.
- Shapiro, Carl** (1995), Ph.D., George Mason University; Adjunct Associate Professor of Public Administration.
- Shapiro, Cheryl** (2000), B.S., Carnegie Mellon University; M.A., Ph.D., State University of New York at Buffalo; Professorial Lecturer of Education.
- Shapiro, Judith B.** (1994), B.A., Barnard College; M.A., Columbia University; Professorial Lecturer of Performing Arts.
- Shedlin, Leslie** (2001), B.A. State University of New York at Stony Brook; J.D., University of Pennsylvania; Lecturer of Law.
- Sheehan, Elizabeth** (1994), B.A., M.Phil., Ph.D., City University of New York; Professorial Lecturer of Anthropology.
- Shelby, Michael G.** (1999), B.A., University of Wisconsin; M.A., The Pennsylvania State University; Ph.D., Boston University; Adjunct Professor of Economics.
- Sherman, Mark** (1993), B.A., The George Washington University; J.D., University of Miami; LL.M., Georgetown University; Professorial Lecturer of Government.
- Sherman, Peter** (1993), B.S., Indiana University; LL.B., LL.M., Georgetown University; Adjunct Professor of Law.
- Sherwin, Ronald** (2000), B.E.E., City University of New York; M.E., Virginia Polytechnic Institute and State University; Professorial Lecturer of Management.
- Shibelski, Paul** (1997), B.S., M.B.A., American University; Lecturer of Management.
- Shields, William P.** (2000), B.A., M.A., American University; Lecturer of Government.
- Shiels, Svitlana** (2001), M.F.A., Ukrainian Academy of Fine Arts; M.A., Ph.D., Kyiv University of Culture & Arts, Ukraine; Professorial Lecturer of Art.
- Shiffman, Paul** (1996), B.A., University of Virginia; J.D., American University; Lecturer of Law.
- Shillenn, Robert** (2000), B.A., Providence College; M.A., St. Mary's University; Lecturer of Language and Foreign Studies.
- Sho, Yuriko** (1998), B.A., Seisen Women's College; M.A., Columbia University; Lecturer of Language and Foreign Studies.
- Shorb, John** (2000), B.S., The Johns Hopkins University; M.S., University of Pennsylvania; Lecturer of Public Administration.
- Shosky, John E.** (1987), B.A., Colorado College; M.A., University of Wyoming; Ph.D., American University; Professorial Lecturer of Philosophy.
- Shrager, Deborah** (2000), B.A., University of Pennsylvania; J.D., Northwestern University; Professorial Lecturer of Law.
- Shrier, Adam** (2000), B.S., Columbia University; J.D., Fordham University; S.M., Massachusetts Institute of Technology; D.Eng., Yale University; Adjunct Associate Professor of International Business.
- Sidney, Arthur D.** (2000), B.A., Vassar College; J.D., Howard University; LL.M., Washington College of Law of American University; Professorial Lecturer of Law.
- Siegel, Mark** (2000), B.A., Brooklyn College; M.A., Ph.D., Northwestern University; Adjunct Professor of Government.
- Siegel, Michael E.** (1978), B.A., American University; M.A., Ph.D., Tufts University; Adjunct Professor of Government.
- Silby, Caroline** (2001), B.A., Syracuse University; M.Ed., Ph.D., University of Virginia; Professorial Lecturer of Health and Fitness.
- Silliman, Craig** (2000), B.A., University of North Carolina; J.D., University of Virginia; Professorial Lecturer of Law.
- Silverstein, Cathy** (1998), B.A., University of California, Santa Cruz; M.A., Columbia University; Lecturer of International Service.
- Simon, Cecilia** (1996), B.A., The Pennsylvania State University; M.A., Temple University; Lecturer of Communication.
- Simone, Fera N.** (1998), B.A., M.A., Ph.D., University of Colorado; Adjunct Associate Professor of International Service.
- Singer, Erika** (2001), B.A., Michigan State University; J.D., The University of Chicago; Professorial Lecturer of Law.
- Singer, Marshall** (1999), B.A., Brooklyn College; M.A., New School for Social Research; Ph.D., Massachusetts Institute of Technology; Adjunct Professor of International Service.
- Singleton, P.L. Skip** (2001), B.A., University of Mississippi; J.D., Franklin Pierce Law Center; Professorial Lecturer of Communication.

- Sirkis, Elisabeth** (1997), B.S.B.A., M.B.A., American University; Lecturer of Finance.
- Sislen, Lee M.** (1998), B.A., Tulane University; J.D., University of New Mexico; Professorial Lecturer of Justice.
- Sklar, Lawrence B.** (1998), B.A., University of Pennsylvania; M.S., Rutgers State University; M.S., The Pennsylvania State University; Lecturer of Mathematics and Statistics.
- Sledge, Sylstea C.** (1999), B.S., M.A., Hampton University; Scholar in Residence of Performing Arts.
- Small, Kevonne M.** (2000), B.S., Columbia Union College; J.D., Villanova University; M.S., American University; Lecturer of Justice.
- Smith, H. Clay** (2000), B.A., J.D., Howard University; Professorial Lecturer of Law.
- Smith, Johnnie** (1993), B.S., M.B.A., The George Washington University; Lecturer of Public Administration.
- Snead, Claybourne C.** (1998), A.B., M.S., Emory University; Ph.D., Georgia Institute of Technology; Adjunct Associate Professor of Chemistry.
- Snider, Nancy Jo** (1996), B.M., The Catholic University of America; Performing Arts.
- Snitzler, Larry** (1992), Accademia Chigiana, Italy; Academie d'Ete, France; School of the Arts; Adjunct Associate Professor of Performing Arts.
- Snyderman, Judith** (2000), B.A., The Pennsylvania State University; M.S., Syracuse University; Professorial Lecturer of Communication.
- Sobel, Bai-Fang** (1995), B.E., East China Normal University; M.E., Guangzhou College; M.A., Ph.D., American University; Professorial Lecturer of Psychology.
- Sodani, Oscar** (2000), B.A., American University; Lecturer of Computer Science and Information Systems.
- Soler, Mark** (1995), B.A., J.D., Yale University; Adjunct Professor of Law.
- Sonnett, Daniel** (1999), B.S., Ithaca College; M.A., American University; Professorial Lecturer of Communication.
- Soong, Paul X.** (2000), M.Ed., Shanghai Physical Education Institute; M.D., Shanghai Second Medical College; Ph.D., University of Maryland; Adjunct Associate Professor of Health and Fitness.
- Spells, Rhonda M.** (2000), B.S., University of Maryland; Lecturer of Computer Science and Information Systems.
- Spille, John C.** (2001), B.S., M.Ed., Xavier University; Adjunct Associate Professor of Chemistry.
- Spivack, Richard** (2001), B.A., American University; M.A., University of Rhode Island; Ph.D., University of Connecticut; Professorial Lecturer of Economics.
- Spivey, Michael** (1998), B.A., Birmingham-Southern College; M.A., M.A., The University of Chicago; J.D., Georgetown University; Adjunct Associate Professor of Law.
- Stansbury, Ann C.** (2000), B.A., Saint Mary's College; J.D., The George Washington University; Professorial Lecturer of Government.
- Stark, Marjette** (2000), B.S., Minnesota State University; M.B.A., University of Maryland; Lecturer Management.
- Stecconi, Ubaldo** (1999), M.A., University of Trieste, Italy; Lecturer of Language and Foreign Studies.
- Stein, Norman** (1989), B.S., Brooklyn College of the City University of New York; J.D., Washington College of Law of American University; Adjunct Professor of Law.
- Stein, Paul T.** (1979), B.A., University of Maryland; J.D., Washington College of Law of American University; Adjunct Professor of Law.
- Stevens, Christel** (1994), B.A., St. Johns College; M.A., American University; Lecturer of Performing Arts.
- Stevens, Richard G.** (1994), A.M., Ph.D., The University of Chicago; Adjunct Professor of Government.
- Stolls, Amy** (1997), B.A., Lafayette College; Lecturer of Literature.
- Storm, David A.** (1998), B.A., University of Virginia; J.D., Villanova University; Professorial Lecturer of Justice.
- Storr, Annie Van Fossen** (1998), A.B., Oberlin College; M.A., The George Washington University; M.A., University of Toronto; Ph.D., University of Delaware; Professorial Lecturer of Performing Arts.
- Stransky, Lisa R.** (1997), B.A., Miami University; Lecturer of Health and Fitness.
- Strauss, Paul** (1997), B.A., American University; J.D., Washington College of Law of American University; Professorial Lecturer of Government.
- Strelkova, Natalia** (2001), B.A., City College of New York; Lecturer of Language and Foreign Studies.
- Sturm, Robin Conrad** (2000), Lecturer of Performing Arts.
- Subin, Michael L.** (2000), B.A., M.A., M.P.A., The George Washington University; J.D., American University; Adjunct Professor of Law.
- Sullivan, John** (1980), B.S., U.S. Naval Academy; M.S., Naval Postgraduate School; Distinguished Adjunct Professor of Mathematics and Statistics.
- Susko, Carol** (1989), B.S., B.S., George Mason University; J.D., The Catholic University of America; LL.M., Georgetown University; Professorial Lecturer of Accounting.
- Suter, Erik** (1998), B.M., Oberlin College; M.M., Yale University; Lecturer of Performing Arts.
- Sutton, Dianne Floyd** (1990), B.A., Harris-Stowe State College; M.A., Washington University; Professorial Lecturer of Communication.
- Sutton, Sharyn M.** (1996), B.S., University of Toledo; M.S., Ph.D., University of Maryland; Professorial Lecturer of Public Administration.
- Swain, James C.** (1998), B.S., College of Charleston; LL.B., University of Illinois; Professorial Lecturer of Justice.
- Takakusaki, Yuko** (1996), B.A., International Christian University, Tokyo; M.A., Louisiana State University; Lecturer of Language and Foreign Studies.
- Talbott, Joseph** (1999), B.A., Salisbury State College; Lecturer of Communication.
- Tamagna, Jane** (1990), B.A., M.A., University of Maryland; Adjunct Professor of Public Administration.
- Taylor, Allyn** (2001), B.A., University of California, Berkeley; J.D., University of California; LL.M., J.S.D., Columbia University; Adjunct Associate Professor of Law.
- Teasley, Tom** (1995), B.M., American University; M.M., The Catholic University of America; Professorial Lecturer of Performing Arts.

- Tecce, Joseph J.** (1998), B.A., American University; Lecturer of Art.
- Teeters, Christopher S.** (2001), B.S., University of Richmond; Lecturer of Finance.
- Tegene, Abebayehu** (1993), B.S., Addis Ababa University; M.S., Ph.D., Iowa State University; Adjunct Associate Professor of Economics.
- Thaler, Paul** (1999), A.B., Vassar College; J.D., Georgetown University; Professorial Lecturer of Management.
- Thomas, Roger E.** (2000), B.S., Tuskegee University; M.B.A., M.S., American University; Lecturer of Finance.
- Thompson, Larry** (2001), B.S., Kutztown University; M.F.A., American University; M.S., Lehigh University; Professorial Lecturer of Communication.
- Thompson, Mary C.** (1992), B.S., Wilson Teachers College; M.Ed., University of Maryland; Educator in Residence.
- Thompson, Stephen** (2001), B.A., Augustana College; M.A., Ph.D., University of Iowa; Professorial Lecturer of Literature.
- Thuronyi, Victor** (2001), M.A., Cambridge University; J.D., Harvard University; Adjunct Professor of Law.
- Tibbetts, Carl A.** (1989), B.A., Northwestern University; J.D., University of Pennsylvania; Adjunct Associate Professor of Government.
- Titus, Timothy P.** (2000), B.A., American University; J.D., The George Washington University; Professorial Lecturer of Government.
- Tobin, Donald B.** (2000), B.A., Duke University; J.D., Georgetown University; Professorial Lecturer of Law.
- Tocci, Vincent** (1997), B.S., M.S., Duquesne University; Ph.D., University of Arizona; Adjunct Professor of Communication.
- Todorice-Bebic, Sanja** (2001), B.A., Smith College; M.A., American University; Lecturer of Sociology.
- Toews, Katrina S.** (2000), B.A., Bethel College; M.A., American University; Lecturer of Performing Arts.
- Trail, Julian** (1997), B.A., Appalachian State University; M.M., Hartt School of Music; Professorial Lecturer of Performing Arts.
- Triplett, Michael** (2000), B.A., B.J., M.Ed., University of Missouri-Columbia; J.D., Washington College of Law of American University; Professorial Lecturer of Law.
- Tschudy, Ted** (1989), B.A., Kent State University; M.A., Ph.D., American University; Adjunct Professor of Public Administration.
- Tumminello, Wendy** (2000), B.S., University of Maryland; M.F.A., American University; Lecturer of Communication.
- Unti, Bernard** (2000), B.A., Temple University; M.A., American University; Lecturer of History.
- Urofsky, Melvin** (2001), A.B., M.A., Ph.D., Columbia University; J.D., University of Virginia; Adjunct Professor of Law.
- Uwimana, Aloys** (2000), B.S., Université Nationale Du Rwanda; M.A., Ohio University; Lecturer of Language and Foreign Studies.
- Valdez, Marlana** (1990), B.S., J.D., The University of Texas; Adjunct Professor of Law.
- Valencia, Manuel** (1999), B.A., American University; Lecturer of Communication.
- Valibeigi, Mehrdad** (1999), B.A., Shiraz University; M.A., The George Washington University; Ph.D., American University; Professorial Lecturer of Economics.
- Vangrasstek, Craig** (1994), B.A., University of Minnesota; M.S.F.S., Georgetown University; Ph.D., Princeton University; Lecturer of International Service.
- Varzandeh, Nicholas Nader** (2000), B.A., San Diego State University; M.A., American University; Lecturer of Computer Science and Information Systems.
- Venner, Chris** (2001), B.A., The University of Texas at Austin; M.A., Duquesne University; Lecturer of Philosophy.
- Ventrell-Monsee, Cathy** (1998), B.A., Rutgers State University; J.D., Washington College of Law of American University; Adjunct Associate Professor of Law.
- Vermilyea, Todd A.** (1999), B.S., Ph.D., University of South Carolina; Professorial Lecturer of Finance.
- Voigt, Joan** (2001), B.A., University of Maryland; M.Sc., The George Washington University; Lecturer of Communication.
- Vrenios, Anastasios N.** (1979), B.M., University of the Pacific; M.M., Indiana University; Professorial Lecturer of Performing Arts.
- Wagh, Smrita S.** (1999), B.A., M.A., Mumbai University; Lecturer of Economics.
- Walker, Howard** (1999), A.B., M.A., University of Michigan; Ph.D., Boston University; Adjunct Professor of Government.
- Wallace, Mark** (1994), B.A., The George Washington University; M.A., M.A., Ph.D., State University of New York; Professorial Lecturer of Literature.
- Wallbaum, Teresa** (1999), B.A., Illinois College; J.D., University of Illinois; LL.M., Ruprecht-Karls-Universität; Professorial Lecturer of Law.
- Walls, Michael** (2001), B.S.F.S., M.B.A., Georgetown University; J.D., Syracuse University; Professorial Lecturer of Law.
- Warren, John** (1991), B.A., University of London; M.S., Ph.D., North Carolina State University; Professorial Lecturer of Mathematics and Statistics.
- Washington, Craig** (1991), B.S., M.S., Indiana State University; Ed.D., University of Massachusetts; Professorial Lecturer of Public Administration.
- Weaver, Albert** (2000), B.A., University of California, Santa Cruz; M.F.A., American University; Lecturer of Art.
- Webster, Alexander F.** (1998), A.B., University of Pennsylvania; M.T.S., Harvard University; M.A., Columbia University; Ph.D., University of Pittsburgh; Professorial Lecturer of Philosophy.
- Weiner, Abbie** (1999), B.S., Northeastern University; M.D., University of Maryland; Professorial Lecturer of Communication.
- Wells, Robert Marshall** (1994), B.G.S., M.A., American University; M.A., Georgetown University; Professorial Lecturer of Communication.
- Welsh, Greg** (1990), B.A., The University of Chicago; M.S., American University; Lecturer of Computer Science and Information Systems.
- Wenik, Simone** (2000), B.A., Wesleyan University; J.D., American University; Professorial Lecturer of Law.
- Wermiel, Stephen J.** (1998), B.A., Tufts University; J.D., Washington College of Law of American University; Adjunct Professor of Law.
- Whaley, John D.** (1999), B.A., University of California, Berkeley; Lecturer of Government.

- Whatley, Michael** (2000), B.S., University of Texas at Austin; M.A., American University; Professorial Lecturer of Communication.
- Whitaker, Elizabeth** (2000), B.A., Duke University; M.A., University of Minnesota; Ph.D., Emory University; Professorial Lecturer of Anthropology.
- White, Danielle M.** (2000), B.A., University of Maryland; M.P.A., Clark Atlanta University; Lecturer of Government.
- Whitney, Peter D.** (1997), B.A., Princeton University; M.A., Vanderbilt University; M.P.A., Harvard University; Economist in Residence.
- Whitworth, Roger** (1999), Lecturer of Performing Arts.
- Wicker, Whiting J.** (1998), B.S., M.A., The George Washington University; Lecturer of Mathematics and Statistics.
- Wigtl, Wendy** (1998), B.S., State University of New York at Cortland; M.A., New York University; Lecturer of Economics.
- Willard, Ronald C.** (2000), B.S., M.S., University of Maryland; Adjunct Associate Professor of Physics.
- Williams, Joann M.** (2000), B.S., University of Maryland; M.A., American University; Professorial Lecturer of Performing Arts.
- Williams, Mary H.** (2000), B.A., M.S., Florida Atlantic University; Lecturer of Mathematics and Statistics.
- Williams, Patricia** (1999), B.A., Yale University; M.D., Harvard University; Adjunct Associate Professor of Public Administration.
- Williams, Thomas B.** (2000), B.A., Trinity University; M.A., Washington State University; Lecturer of Government.
- Wilson, Mark** (2000), B.S., United States Naval Academy; M.S., United States Navy Postgraduate School; Lecturer of Computer Science and Information Systems.
- Wineburg, Mona** (1996), B.S., Temple University; M.Ed., Boston University; Ph.D., University of Maryland; Professorial Lecturer of Education.
- Winicki, Joshua** (2000), B.A., University of California, Berkeley; M.A., Ph.D., University of Oregon; Professorial Lecturer of Public Administration.
- Winkler, Matt** (1999), B.A., Curry College; M.A., American University; Professorial Lecturer of Communication.
- Wise, Michael** (2000), B.S., B.A., Michigan State University; J.D., Yale University; Adjunct Professor of Law.
- Wiser, Soung** (2000), B.A., The Pennsylvania State University; Lecturer of Art.
- Wiswall, Wendy** (1996), B.A., Assumption College; M.A., New York University; Ph.D., University of Arizona; Professorial Lecturer of Language and Foreign Studies.
- Wogaman, Paul J.** (1997), B.A., American University; J.D., The Catholic University of America; Lecturer of Justice.
- Wohl, Alexander** (1996), B.A., Brandeis University; J.D., Washington College of Law of American University; Professorial Lecturer of Law.
- Wolfman, Brian** (1997), B.A., University of Pennsylvania; J.D., Harvard University; Adjunct Associate Professor of Law.
- Wolvin, Andrew** (1984), B.S., M.A., University of Nebraska; Ph.D., Purdue University; Adjunct Professor of Communication.
- Woodard, Colleen** (1999), B.A., Alvernia College; M.S., Virginia Polytechnic Institute and State University; Professorial Lecturer of Public Administration.
- Woodward, Patrick L.** (2000), A.B., Princeton University; J.D., Vanderbilt University; Professorial Lecturer of Law.
- Wright, Janice** (1995), B.A., Colorado College; M.A., Ph.D., University of Colorado; Scholar in Residence of Education.
- Wyatt, William S.** (1999), B.A., The Pennsylvania State University; M.A., George Mason University; Professorial Lecturer of Communication.
- Wyrsh, Raymond J.** (2000), B.A., Seton Hall University; J.D., University of Houston; M.B.A., LL.M., The George Washington University; Professorial Lecturer of Accounting.
- Xu, Svetlana** (1987), B.A., East China Normal University; M.A., American University; Ph.D., Russian Academy of Sciences; Professorial Lecturer of Language and Foreign Studies.
- Yaghi, Wisam** (2000), B.S., Al-Azhar, Gaza Strip; M.S., American University; Lecturer of Mathematics and Statistics.
- Yanero, Susan Patricia** (1984), B.A., Fairmont State College; M.F.A., American University; Adjunct Associate Professor of Art.
- Yanik, Dorothy** (1996), B.F.A., Yale University; M.F.A., Maryland Institute College of Art; Adjunct Professor of Art.
- Yannopoulos, Maria** (1995), B.A., University of Virginia; M.A., American University; Professorial Lecturer of Communication.
- Yeager, Patricia A.** (2001), B.A., James Madison University; M.S., American University; Lecturer of Health and Fitness.
- Young, Amy M.** (1998), B.A., Marymount College; J.D., American University; LL.M., University of Virginia; Adjunct Professor of Law.
- Zaelke, Durwood J.** (1988), B.A., University of California, Los Angeles; J.D., Duke University; Adjunct Professor of Law.
- Zavian, Ellen** (1995), B.S., University of Maryland; J.D., American University; Adjunct Associate Professor of Law.
- Zavos, Michele A.** (1993), B.A., University of Wisconsin; J.D., The Catholic University of America; Adjunct Professor of Law.
- Zeke, Yohannes** (2000), B.A., M.A., Ph.D., St. Petersburg State University; Professorial Lecturer of Anthropology.
- Zhang, Manli** (1998), B.B.A., M.A., University of International Business and Economics; Ph.D., The George Washington University; Professorial Lecturer of International Service.
- Zirkle, James** (1993), B.S., Carson-Newman College; J.D., University of Tennessee; LL.M., Yale University; Professorial Lecturer of Law.
- Zoller, Guy R.** (1999), B.A., Old Dominion University; M.A., Georgetown University; M.F.A., The George Washington University; Professorial Lecturer of Art.
- Zuber, Robert** (2000), B.M., Ithaca College; M.M., University of Maryland; Lecturer of Performing Arts.
- Zuck, Alfred** (1994), B.A., Franklin and Marshall; M.P.A., Syracuse University; Distinguished Adjunct Professor of Public Administration.
- Zeig, Ronald W.** (2000), B.A., University of Sydney; Ph.D., Cambridge University; Scholar in Residence of History.

- Academic Calendar, iii
- Academic Integrity Code, 63
- Academic information and regulations, 63
- Academic standards and regulations
 - graduate, 33
 - undergraduate, 16
- Academic Support Center, 53
- Accountancy
 - B.S., 177
- Accounting
 - courses, 245
- Accounts, Student, 5
- Accreditation, 7
- ACT (American College Test), 9
- Administration, University, iv
- Admission, graduate
 - application dates, 29
 - nondegree status, from, 30
 - readmission, 30
 - requirements, 29
- Admission, international student, 37
- Admission, undergraduate
 - advanced standing, 11
 - application dates, 10
 - early, 10
 - early decision, 10
 - from nondegree status, 12
 - part-time, 12
 - readmission, 12
 - requirements, 9
 - transfer, 9
- Advanced Placement, 11
- Advancement to candidacy
 - graduate, 31
- Advising
 - academic, graduate, 33
 - academic, undergraduate, 16
 - College of Arts and Sciences, 72
- AEL (Assessment of Experiential Learning), 72
- All but dissertation (ABD) Master's, 31
- Alumni audit, 65
- American Politics
 - Washington Semester, 207, 239
- American Studies
 - B.A., 73
 - courses, 248
 - minor, 74
 - programs, 73
- American University Mediation Services (AUMS), 54
- Anthropology
 - B.A., 74
 - B.A./M.A., 76
 - courses, 248
 - minor, 75
 - Ph.D., 76
 - programs, 74
- Anthropology, Applied
 - minor, 75
- Anthropology, Public
 - certificate, 77
 - M.A., 76
- Arabic
 - courses, 314
- Art
 - B.F.A., 80
 - facilities, 2
 - M.F.A., 82
 - programs, 77
- Art History
 - B.A., 77
 - courses, 251
 - M.A., 81
 - minor, 81
- Art in Italy Semester, 241
- Art, Studio and Design
 - B.A. in Graphic Design, 79
 - B.A. in Studio Art, 79
 - courses, 253
 - minor in Graphic Design, 81
 - minor in Studio Art, 81
- Arts and Sciences, College of, 71
- Arts Management
 - courses, 337
 - graduate certificate, 138
 - M.A., 137
 - programs, 134
- Asian Studies, Center for, 185
- Associate in Arts (A.A.) degree, 13, 73
- Athletics and Recreation, 4
 - facilities, 4
 - intramural sports, 4
- Attendance, class, 67

Index

- Audio Technology
 - B.S., 83
 - courses, 255
 - minor, 84
 - program, 83
- Audit
 - alumni program, 65
 - registration, 64
- Australia/New Zealand Semester, 241
- Bachelor's degrees, 13
- Bachelor's/master's degrees, 13
- Beijing/Hong Kong Semester, 241
- Berlin Semester, 241
- Biochemistry
 - B.S., 87
- Biology
 - B.S., 84
 - B.S./M.S., 85
 - courses, 257
 - M.A., 86
 - M.S., 86
 - minor, 85
 - programs, 84
- Board of Trustees, iv
- Brussels Semester, 241
- Buenos Aires Semester, 241
- Business Administration
 - B.S.B.A., 171
 - J.D./M.B.A., 182
 - M.B.A., 178
 - minor, 177
 - programs, 169
- Business, Kogod School of, 169
- Calendar, academic, iii
- Campaign Management Institute, 204
- Campus Store, 4
- Cancellation of charges, 41
- Cancellation of classes, emergency, 67
- Cancellation of courses, 67
- Career Services, 59
- Certificate programs
 - graduate, 35
- Certification of enrollment, 67
- Chemistry
 - B.S., 88
 - B.S./M.S., 89
 - courses, 259
 - M.S., 89
 - minor, 88
 - Ph.D., 90
 - programs, 87
- Child Development Center, 4
- Chinese
 - courses, 315
- Cinema Studies, Literature:
 - minor, 126
- Class attendance, 67
- Class periods, 66
- Class standing
 - undergraduate, 17
- CLEG (Communication, Legal Institutions, Economics, and Government)
 - B.A., 206
- CLEP (College Level Examination Program), 11
- College Writing and English Competency
 - requirement, 14
- Commencement
 - participation in, 69
- Communication
 - courses, 262
 - minor, 163
 - programs, 158
- Communication Media, Foreign Language and
 - B.A., 225
- Communication, International
 - M.A., 196
- Communication, Legal Institutions, Economics, and Government (CLEG)
 - B.A., 206
- Communication, School of, 158
- Communication: Journalism
 - B.A., 159
- Communication: Journalism and Public Affairs
 - M.A., 164
 - weekend M.A. program, 165
- Communication: Producing for Film and Video
 - weekend M.A. program, 166
- Communication: Public Communication
 - B.A., 160
 - M.A., 166
 - weekend M.A. program, 166
- Communication: Visual Media
 - B.A., 161
- Community Service Center, 53

- Community Service Learning Projects, 66
- Community Studies scholarships, 47
- Comparative and Regional Studies
 - M.A. in International Affairs, 194
- Comprehensive examinations, graduate, 31
- Computer Information Systems
 - See also Information Systems
 - B.S., 91
 - minor, 92
- Computer Science
 - B.S., 92
 - B.S./M.S., 93
 - B.S./M.S. in Mathematics and, 94
 - B.S./M.S. in Physics and, 94, 142
 - courses, 271
 - M.S., 94
 - minor, 93
- Computer Science and Information Systems
 - courses, 271
 - programs, 91
- Conduct Council, 54
- Confidentiality of student records, 67
- Congressional and Presidential Studies,
 - Center for, 204
- Consortium of Universities of the Washington
 - Metropolitan Area, 65
- Cooperative Education, 60
- Copenhagen Semester, 241
- Counseling Center, 54
- Course numbering system, 66
- Creative Writing
 - M.F.A., 126
- Credit hour requirement
 - graduate, 31
 - undergraduate, 13
- Credit hour value, 66
- Cross-Cultural Communication
 - graduate certificate, 202
- Czech
 - courses, 315
- Dance
 - courses, 337
 - facilities, 2
 - graduate certificate, 138
 - M.A., 138
 - minor, 137
 - programs, 134
- Dance and Health Fitness Management
 - graduate certificate, 139
- Dean's list
 - undergraduate, 18
- Declaration of major, 13
 - College of Arts and Sciences, 72
- Deferred matriculation
 - SIS master's programs, 195
- Degree requirements, university
 - graduate, 31
 - undergraduate, 13
- Degrees conferred, 1999–2000, 7
- Development Finance and Banking
 - M.A., 100
- Development Management
 - M.S., 198
- Dining services, 5
- Disabilities
 - learning-disabled program, 11
- Disability Support Services, 54
- Dismissal
 - graduate academic, 33
 - undergraduate academic, 17
- Dissertations, 32
- Dual master's degrees option, 30
- Economic Policy
 - Washington Semester, 99, 239
- Economic Theory
 - B.A., 98
- Economics
 - B.A., 97
 - B.A./M.A., 99
 - courses, 276
 - M.A., 100
 - M.A. in Development Finance and Banking, 100
 - minor, 99
 - Ph.D., 101
 - programs, 96
- Economics, Applied
 - graduate certificate, 102
- Education
 - accelerated bachelor's/master's, 106
 - courses, 281
 - M.A., 107
 - M.A.T., 108
 - minor in Special Education, 106
 - Ph.D., 110

Index

- programs, 103
- secondary education, 105
- Education Studies
 - minor, 106
- Elementary Education
 - B.A., 105
- English Language Institute (ELI)
 - admission, 111
 - certificate program, 112
 - courses, 285
 - programs, 111
 - support program, 112
- English language requirement
 - international students, 38
- Enrollment, 2000–2001, 7
- Environmental Policy
 - bachelor's/M.A., 237
 - M.A., 237
- Environmental Science
 - bachelor's/M.S., 236
 - M.S., 237
 - minor, 236
- Environmental Studies
 - B.A., 234
 - courses, 287
 - programs, 234
- Ethics and Peace
 - M.A., 230
- Evaluation of progress
 - undergraduate, 17
- Examinations
 - graduate comprehensive, 31
- Faculty, 6
 - Adjunct, 2000–2001, 395
 - Full-time, 2000–2001, 377
 - College of Arts and Sciences, 71
 - School of International Service, 184
 - School of Public Affairs, 203
- Fields of study
 - changes in undergraduate, 14
 - graduate, 35
 - undergraduate, 20
- Film and Electronic Media
 - M.F.A., 167
- Film and Video
 - M.A., 167
- Finance
 - M.S., 181
- Finance and Real Estate
 - courses, 288
- Financial aid
 - American University programs, 45, 51
 - federal, 44, 51
 - graduate, 49
 - grants, 45
 - loans, 45, 51
 - state, 45
 - tuition exchange program, 46
 - undergraduate, 43
 - veterans' benefits, 52
 - Washington College of Law, 52
 - work-study, 45, 51
- Financial Economics for Public Policy
 - M.A., 101
- Fine Arts
 - B.F.A., 80
 - M.F.A., (art), 82
 - M.F.A., (creative writing), 126
 - M.F.A., (film and electronic media), 167
- Foreign Language and Communication Media
 - B.A., 225
- Foreign Policy and International Politics
 - Washington Semester, 239
- French
 - B.A., 119
 - courses, 315
 - M.A., 121
 - minor, 120
- French/Europe, Language and Area Studies:
 - B.A., 226
 - minor, 228
- Freshman forgiveness, 17
- Gay, Lesbian, Bisexual, Transgender, and Ally
 - Resource Center (GLBTA), 58
- General Education Program, 21
- German
 - B.A., 119
 - courses, 317
 - minor, 120
- German/Europe, Language and Area Studies:
 - B.A., 230
 - minor, 231
- Global Peace, Center for, 241

- Global South, Center for, 188
- Government
 - See also Political Science
 - courses, 290
 - programs, 208
- Grade point average, 68
 - graduate, 32
 - undergraduate, 13
- Grades
 - changes in, 68
 - grading system, 68
 - incomplete, 68
 - pass/fail, 68
- Grading system, 68
- Graduate credit
 - for undergraduates, 17
- Graduate Student Association (GSA), 56
- Graduate study, 29
 - College of Arts and Sciences, 73
 - Kogod School of Business, 178
 - School of Communication, 164
 - School of International Service, 186, 193
 - School of Public Affairs, 203
- Graduation
 - application for, 69
- Graduation rate, undergraduate, 7
- Grants
 - federal, 45
 - state, 45
 - university, 46
- Graphic Design
 - B.A., 79
 - minor, 81
- Grievance policy, student academic, 63
- Health and Fitness
 - B.S. in Health Promotion, 112
 - B.S./M.S., 113
 - courses, 296
 - M.S. in Health Fitness Management, 113
 - minor in Health Promotion, 113
 - programs, 112
- Health Education Program, 57
- Health Fitness, National Center for, 4, 112
- Health insurance
 - international students, 38
 - student, 57
- Hebrew
 - courses, 318
- Hindi
 - courses, 318
- History
 - B.A., 114
 - B.A./M.A., 115
 - courses, 299
 - M.A., 115
 - minor, 115
 - Ph.D., 116
 - programs, 114
- Holidays and vacations, iii
- Honorary Societies, 19, 170, 186, 204
- Honors Program, University, 19
- Honors, graduation
 - Latin honors, 19
- Housing Services, 55
- Human research subjects, protection of, 33
- Human Resource Management
 - M.S., 219
- Immunizations, required, 57
- Incomplete grades, 68
- Information Resources Management (IRM)
 - graduate certificate, 95
- Information Systems
 - B.S. in Computer Information Systems, 91
 - B.S./M.S., 93
 - courses, 271
 - graduate certificate, 95
 - M.S., 95
 - minor in Computer Information Systems, 92
 - programs, 91
 - weekend M.S. program, 95
- Insurance
 - international student health, 38
- Interdisciplinary studies
 - B.A. or B.S., 224
 - College of Arts and Sciences, 72
 - M.A. or M.S., 230
 - minor, 225
 - programs, 224
- International Affairs
 - J.D./M.A., 196
 - M.A., 194
- International Affairs and Business Administration
 - M.A./M.B.A., 232

Index

- International Business
 - courses, 307
- International Business and Trade
 - Washington Semester, 177, 239
- International Communication
 - M.A., 196
- International Development
 - M.A., 198
- International Development Management
 - graduate certificate, 202
- International Economic Policy
 - M.A. in International Affairs, 195
- International Economic Relations
 - graduate certificate, 103, 202
- International Environment and Development
 - Washington Semester, 191, 239
- International Marketing Program (Brussels), 177
- International Peace and Conflict Resolution
 - M.A., 197
 - M.A./M.A.T., 231
 - M.A./M.T.S., 197
- International Politics
 - M.A. in International Affairs, 195
- International Politics and Foreign Policy
 - Washington Semester, 191, 239
- International Relations
 - Ph.D., 200
- International Service, Master of (M.I.S.), 199
- International Service, School of, 184
 - courses, 358
- International Student Information, 37
 - English language requirements, 38
 - health insurance, 38
 - registration, 38
 - visa requirements, 37
- International Student Services (ISS), 58
- International Studies
 - B.A., 187
 - B.A./M.A., 192
 - minor, 192
- Internships, 60
 - maximum credit, graduate, 31
 - maximum credit, undergraduate, 13
- Italian
 - courses, 318
- Japanese
 - courses, 318
 - minor, 120
- Japanese/Asia, Language and Area Studies:
 - minor, 228
- Jerusalem Semester, 241
- Jewish Studies
 - B.A., 117
 - courses, 314
 - minor, 117
 - programs, 117
- Journalism
 - Washington Semester, 163, 240
- Judicial Affairs and Mediation Services, 55
- Justice
 - B.A., 212
 - minor, 213
- Justice Semester, Washington, 212, 240
- Justice, Law and Society
 - B.A./M.S., 213
 - courses, 309
 - J.D./M.S., 214
 - M.S., 213
 - Ph.D., 214
 - programs, 210
- Kay Spiritual Life Center, 54
- Key Executive Program (M.P.A.), 218
- Kogod School of Business, 169
- Korea University-AU Exchange, 194
- Laboratories
 - computer, 3
 - language, 2
 - science, 2
- Language and Area Studies
 - B.A., 226
 - minor, 228
- Language and Foreign Studies
 - courses, 314
 - programs, 118
- Language Resource Center, 2
- Latin America, Spanish/, Language and Area Studies:
 - B.A., 226
 - minor, 228
- Latin American Studies, Spanish:
 - M.A., 122

- Law and Society
 - B.A., 210
- Law, Washington College of, 222
- Learning-disabled program, 11
- Leave of absence
 - graduate, 34
 - undergraduate, 18
- Liability, university, 66
- Liberal Studies
 - B.A., 124
- Library
 - university, 3
- Literature
 - B.A., 125
 - courses, 321
 - M.A., 126
 - M.F.A. in Creative Writing, 126
 - minor, 126
 - programs, 125
- Load, academic
 - graduate, 34
 - undergraduate, 16
- Loans
 - federal, 45, 51
 - university, 45
- London Semester, 242
- Madrid Semester, 242
- Mail service, 5
- Maintaining matriculation, graduate, 34
- Majors, undergraduate, 20
 - declaration of, 13
 - interdisciplinary, 14
 - multiple, 14
 - requirements, 13
- Management
 - courses, 331
- Marketing
 - courses, 335
- Master of Arts in Teaching (M.A.T.), 108
- Mathematics
 - B.S., 128
 - B.S./M.A., 130
 - courses, 329
 - M.A., 131
 - minor, 130
 - programs, 127
- Mathematics, Applied
 - B.S., 128
- Mathematics and Computer Science
 - B.S./M.S., 94
- Mathematics Education
 - Ph.D., 132
- Mathematics Requirement, University, 15
- Media, student, 56
- Media Center, 2
- Medical withdrawal policy, 42
- Mediterranean Semester, 242
- Merit Awards, Office of, 62
- Minor programs, 14
- Minors, 20
 - College of Arts and Sciences, 72
- Moscow Semester, 242
- Multicultural Affairs, 57
- Multimedia Design and Development
 - B.S., 228
 - courses, 336
- Museum Studies and the Arts
 - Washington Semester, 240
- Music
 - B.A., 134
 - courses, 337
 - facilities, 2
 - minor, 137
 - programs, 134
- Music Theatre
 - B.A., 135
- New Student Programs, 54
- Nondegree
 - admission to graduate degree status, 30
 - admission to undergraduate degree status, 12
 - international student enrollment, 37
 - registration, 65
- Nonthesis options, 32
- Organization Development
 - M.S.O.D., 219
- Organizational Change
 - graduate certificate, 221
- Painting
 - M.F.A., 82
- Paris Semester, 242
- Parking and Traffic, 5

Index

- Pass/fail, 68
 - undergraduate, 17
- Payment plans
 - tuition and fees, 41
- Peace and Conflict Resolution
 - Washington Semester, 192, 240
- Peace Corps
 - M.A. in TESOL program, 154
- Performing Arts
 - courses, 337
 - programs, 134
- Performing Arts: Arts Management
 - M.A., 137
- Performing Arts: Dance
 - M.A., 138
- Performing Arts: Music Theatre
 - B.A., 135
- Performing Arts: Theatre
 - B.A., 136
- Phi Beta Kappa, 19
- Phi Kappa Phi, 19
- Philosophy
 - B.A., 139
 - B.A./M.A., 140
 - courses, 343
 - M.A., 140
 - minor, 140
 - programs, 139
- Physics
 - B.S., 141
 - courses, 345
 - minor, 142
 - programs, 141
- Physics, Applied
 - minor, 141
 - undergraduate certificate, 142
- Physics and Computer Science
 - B.S./M.S., 94, 142
- Political Science
 - B.A., 205
 - B.A./M.A., 207
 - M.A., 208
 - minor, 207
 - Ph.D., 208
- Prague Semester, 242
- Pre-engineering program, 143
- Prelaw program, 143
- Premedical
 - postbaccalaureate certificate, 145
 - programs, 144
- Preprofessional programs, 143
- Prerequisites, course, 66
- Printmaking
 - M.F.A., 82
- Probation
 - graduate academic, 33
 - undergraduate academic, 17
- Protection of human research subjects, 33
- Provisional standing, graduate, 29
- Psychology
 - B.A., 146
 - B.A./M.A. in Psychology, 147
 - courses, 347
 - M.A. in Psychology, 147
 - minor, 147
 - Ph.D., 149
 - programs, 146
- Public Administration
 - bachelor's/M.P.A., 216
 - courses, 351
 - Key Executive Program (M.P.A.), 218
 - M.P.A., 217
 - minor, 216
 - Ph.D., 220
 - programs, 216
- Public Affairs, School of, 203
- Public Affairs Institute, 204
- Public Financial Management
 - graduate certificate, 221
- Public Management
 - graduate certificate, 221
- Public Policy
 - bachelor's/M.P.P., 216
 - M.P.P., 218
- Quantitative Methods
 - minor, 130
- Readmission
 - graduate, 30
 - undergraduate, 12
- Records
 - confidentiality of student, 67
 - student, 67

- Refunds
 - financial aid, 44, 50
 - meal plan, 42
 - room charges, 42
 - tuition and fees, 41
- Registration
 - add/drop course, 64
 - changes in, 64
 - consortium, 65
 - international student, 38
 - nondegree, 65
 - payment for, 40
 - requirements, 64
 - student responsibility for, 66
- Regulations
 - graduate academic, 33
 - undergraduate academic, 16
- Religion
 - courses, 356
 - minor, 140
- Repetition of courses, 68
- Requirements
 - undergraduate university, 13
- Residence Hall Association (RHA), 55
- Residence requirement
 - graduate, 31
 - undergraduate, 13
- Residential Life and Housing Services (RLHS), 55
- Responsibility, student, 66
- Ritsumeikan University (Japan)-AU Exchange, 194
- Rome Semester, 242
- Russian
 - B.A., 119
 - courses, 319
 - M.A., 121
 - minor (language), 120
 - minor (studies), 120
- Russian/Area Studies, Language and Area Studies:
 - B.A., 226
 - minor, 228
- Santiago Semester, 242
- SAT (Scholastic Assessment Test), 9
- Scholarships
 - graduate, 49
 - state, 45
 - university, 47
- Sculpture
 - M.F.A., 82
- Secondary Education
 - undergraduate major, 105
- Secondary Teaching
 - graduate certificate, 110
- Services, on campus, 4
- Shuttle service, 5
- Social Research
 - graduate certificate, 154
- Sociology
 - B.A., 150
 - B.A./M.A., 151
 - courses, 369
 - M.A., 151
 - minor, 151
 - Ph.D., 153
 - programs, 150
- Sociology: International Training and Education
 - M.A., 152
- Software Process Improvement
 - graduate certificate, 95
- Southern Africa Semester, 242
- Spanish
 - B.A., 119
 - courses, 320
 - minor, 120
- Spanish/Latin America, Language and Area Studies:
 - B.A., 226
 - minor, 228
- Spanish: Latin American Studies
 - M.A., 122
- Special Education
 - minor, 106
- Special Education: Learning Disabilities
 - M.A., 108
- Spiritual Life Center, 54
- Statistics
 - B.S., 129
 - courses, 373
 - M.S., 131
 - minor, 130
 - Ph.D., 133
 - programs, 127
- Statistics, Applied
 - graduate certificate, 133
 - undergraduate certificate, 130

- Statistics for Policy Analysis
 - M.S., 132
- Statute of limitations
 - graduate, 34
- Student Accounts, 5
- Student Activities/University Center, 55
- Student Conduct Code, 64
- Student Confederation (SC), 56
 - General Assembly (GA), 56
 - Student Confederation Club Council (SCCC), 56
 - Student Union Board (SUB), 56
- Student Health Center (SHC), 5, 57
- Student records, confidentiality of, 67
- Student responsibility, 66
- Student Services, 53
- Student/faculty ratio, 6
- Studio Art
 - B.A., 79
 - courses, 253
 - minor, 81
- Study abroad
 - courses, 357
 - programs, 241
 - undergraduate, 18
- Study at another institution
 - graduate, 34
 - undergraduate, 18
- Systems and Project Management
 - graduate certificate, 96
- Taxation
 - courses, 245
 - M.S., 182
- TESOL (Teaching English to Speakers of Other Languages)
 - AU/Peace Corps program, 155
 - bachelor's/M.A., 154
 - certificate, 155
 - courses, 374
 - M.A., 154
- Theatre
 - B.A., 136
 - courses, 337
 - facilities, 2
 - minor, 137
 - programs, 134
- Theses, 32
- TOEFL (Test of English as a Foreign Language), 38, 111
- Tools of research
 - requirement, 33
- Toxicology
 - graduate certificate, 90
 - M.S., 89
- Transcripts, 67
- Transfer of credit
 - dual master's degrees option, 30
 - from graduate study at another institution, 34
 - from one American University advanced degree to another, 30
 - graduate, 30
 - graduate from nondegree, 30
 - undergraduate, 11
 - undergraduate from nondegree, 12
 - undergraduate from study abroad, 18
 - undergraduate study at another institution, 18
- Transforming Communities
 - Washington Semester, 207, 212, 240
- Translation
 - graduate certificate, 123
 - undergraduate certificate, 120
- Trustees, Board of, iv
- Tuition and fees, 39
 - cancellation of charges, 41
- Tuition refund insurance, 42, 57
- Undergraduate study, 9
 - College of Arts and Sciences, 72
 - Kogod School of Business, 171
 - School of Communication, 158
 - School of International Service, 187
 - School of Public Affairs, 203
- United States Foreign Policy
 - M.A. in International Affairs, 195
- University Administration, iv
- University Center, 55
- University degree requirements
 - graduate, 31
 - undergraduate, 13
- University Honors and Awards, undergraduate, 18
- University Honors Program, 19
 - courses, 307
- University profile, 5
- University requirements
 - college writing and mathematics, 14

- Veterans' Benefits, 52
- Visa requirements
 - international students, 37
- WAMU-FM, 3
- Washington College of Law, 222
- Washington Semester
 - American Politics, 207, 239
 - courses, 376
 - Economic Policy, 99, 239
 - International Business and Trade, 177, 239
 - International Environment and Development, 191, 239
 - International Politics and Foreign Policy, 191, 239
 - Journalism, 163, 240
 - Justice, 212, 240
 - Museum Studies and the Arts, 240
 - Peace and Conflict Resolution, 192, 240
 - Transforming Communities, 207, 212, 240
 - summer internship, 240
- Withdrawal from the university, 66
- Women & Politics Institute, 204
- Women's and Gender Studies
 - B.A., 156
 - courses, 375
 - minor, 157
 - programs, 156
- Work-Study Program 45, 51
- World Capitals Program (study abroad)
 - courses, 357
 - programs, 241



MAP DIRECTORY

| Main Campus | Bldg. No. |
|---------------------------------|-----------|
| Anderson Hall | 42 |
| Asbury | 12 |
| Battle-Tompkins | 36 |
| Begally | 11 |
| Bender Arena | 24 |
| Bender Library | 40 |
| Butler Instructional Center | 29 |
| Butler Pavilion | 26 |
| Cassell | 22 |
| Centennial Hall | 43 |
| Child Development Center | 8 |
| Clark | 45 |
| Eric Fridrichson Quadrangle | 35 |
| Experimental Theatre | 29 |
| Financial Aid | 4 |
| Fletcher Gate | 1 |
| Glover Gate | 21 |
| Gray | 47 |
| Hamilton | 5 |
| Hannay Gate | 50 |
| Hughes Hall | 19 |
| Hurst Hall | 33 |
| Irene Zalkin-Builer Garden | 27 |
| Intramural Field | 9 |
| Kay Spiritual Life Center | 31 |
| Kogod | 30 |
| Kogod | 6 |
| Leonard Hall | 17 |
| Lets Hall | 41 |
| Mary Graydon Center | 37 |
| McCabe | 44 |
| McDowell Hall | 18 |
| McKinley | 38 |
| Nebraska | 23 |
| Nebraska Ave. Parking Lot | 52 |
| Osborn | 13 |
| President's Building | 20 |
| Public Safety | 3 |
| Reeves Aquatic Center | 25 |
| Reeves Gate | 48 |
| Reeves Athletic Field | 15 |
| Rockwood | 2 |
| Roper | 46 |
| School of International Service | 34 |
| School of Communication Media | 10 |
| Production Center | 39 |
| SIS Annex | 3 |
| Sports Center | 24 |
| Sports Center Annex | 14 |
| Tennis Courts | 16 |
| Ward | 52 |

| | |
|---|------------------|
| Ward Circle | 51 |
| Watkins | 7 |
| Woods Gate | 49 |
| Woods-Brown Amphitheater | 28 |
| Tenley Campus | |
| Durblane House | 1 |
| Constitution | 2 |
| Federal Hall | 3 |
| Capital Hall | 4 |
| Congressional Hall | 5 |
| Parking | |
| Parking meters and permits are enforced | |
| Monday-Friday 8:00 a.m.-5:00 p.m. | |
| Offices | Bldg. No. |
| Academic Support Center | 37 |
| Accounting Dept. of | 30 |
| Admissions, Undergraduate | 5 |
| Alumni Relations (Tenley) | 2 |
| American Studies Program | 36 |
| Anderson Computing Complex | 42 |
| Anthropology Dept. of | 36 |
| Art Dept. of | 7 |
| Art Gallery | 7 |
| Arts and Sciences, College of | 36 |
| Athletics | 25 |
| Audio Technology Program | 38 |
| Bank | 26 |
| Bender Arena | 24 |
| Biological Dept. of | 33 |
| Bookstore (Campus Store) | 26 |
| Box Office, Athletics | 24 |
| Box Office, Theatre | 6 |
| Business, Kogod School of | 30 |
| Career Center | 26 |
| Cashier | 12 |
| Central Receiving | 42 |
| Chapel | 31 |
| Chemistry, Dept. of | 38 |
| Child Development Center | 8 |
| Communication, School of | 37 |
| Comp. Science and Info. Systems, Dept. of | 45 |
| Cooperative Education | 26 |
| Copy Center | 37 |
| Counseling Center | 26 |
| Development Office (Tenley) | 3 |
| Dining Services | 37 |
| Disability Support Services | 37 |
| Dry Cleaner | 26 |
| Eagle (AU student newspaper) | 37 |
| Eagle's Nest | 26 |

| | |
|--|----|
| Economics, Dept. of | 7 |
| Education, School of | 38 |
| Employment Services | 14 |
| English Language Institute | 38 |
| Environmental Studies Program | 33 |
| Finance and Real Estate, Dept. of | 30 |
| Financial Aid, Undergraduate | 4 |
| Fitness Center, William I Jacobs | 24 |
| Government, Dept. of | 32 |
| Hardness | 26 |
| Health and Fitness, Dept. of | 24 |
| Health and Fitness, Int'l. Center for | 23 |
| Health Center | 23 |
| History, Dept. of | 36 |
| Honors Program | 33 |
| Housing Services | 2 |
| Human Resources | 14 |
| International Business, Dept. of | 30 |
| International Student Services | 26 |
| International Service, School of | 34 |
| International Service Annex, School of | 39 |
| Jewish Studies Program | 36 |
| Justice, Law and Society, Dept. of | 32 |
| Language and Foreign Studies, Dept. of | 12 |
| Library, University | 40 |
| Literature, Dept. of | 36 |
| Mail Boxes, Etc. USA | 26 |
| Marketing, Dept. of | 30 |
| Mathematics and Statistics, Dept. of | 45 |
| Media Relations (Tenley) | 2 |
| Multicultural Affairs, Office of | 26 |
| New Student Programs | 26 |
| Parking and Traffic | 3 |
| Payroll | 14 |
| Performing Arts, Dept. of | 6 |
| Philosophy and Religion, Dept. of | 36 |
| Physics, Dept. of | 38 |
| Planning and Research, University | 17 |
| Police, University | 3 |
| Post Office (Eagle Station) | 41 |
| President, Office of the | 20 |
| Provost, Office of the | 17 |
| Psychology, Dept. of | 12 |
| Public Administration, Dept. of | 32 |
| Public Affairs, School of | 32 |
| Public Safety | 3 |
| Publications, University (Tenley) | 2 |
| Reeves Aquatic Center | 25 |
| Registrar | 12 |

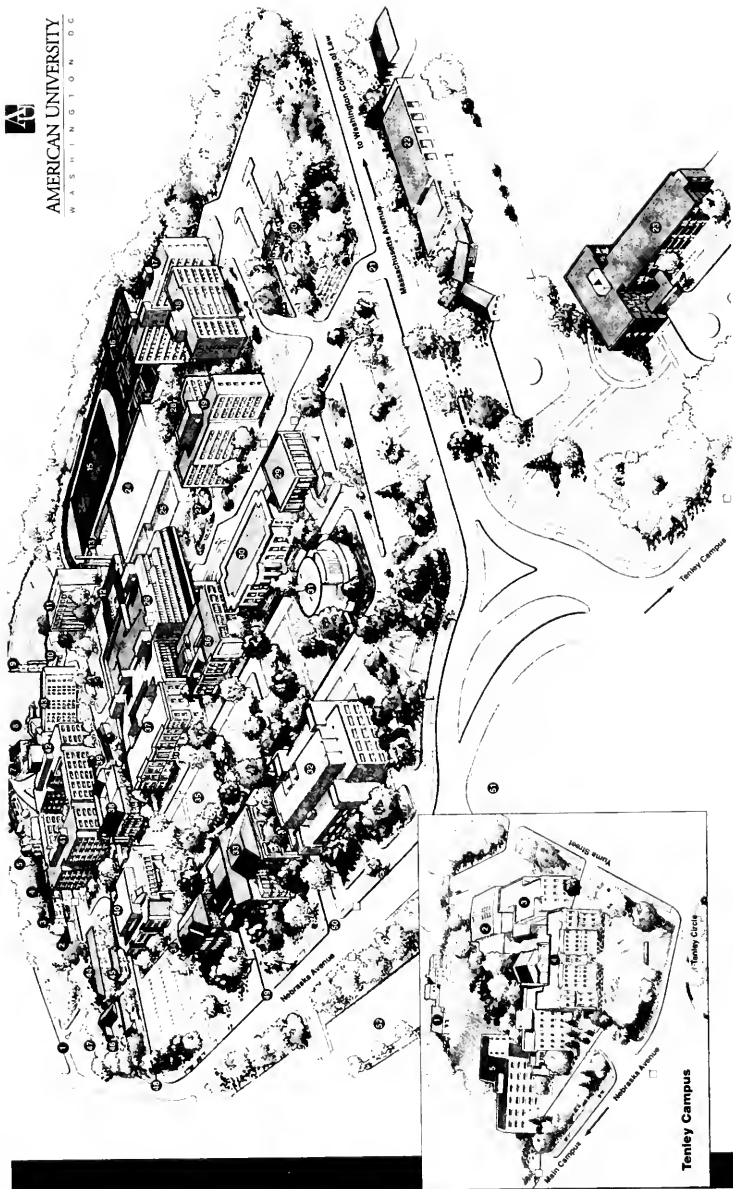
| | |
|---------------------------------------|----|
| Residence Halls (Main) | |
| Anderson | 42 |
| Centennial | 43 |
| Hughes | 19 |
| Leonard | 17 |
| Lets | 41 |
| McDowell | 18 |
| Residence Halls (Tenley) | |
| Capital | 4 |
| Congressional | 5 |
| Federal | 3 |
| Residential Life and Housing Services | 2 |
| Shurtle Service | 3 |
| Sociology, Dept. of | 36 |
| Sponsored Programs, Office of | 23 |
| Student Accounts | 12 |
| Student Activities | 37 |
| Student Government | 37 |
| Student Services, Office of | 26 |
| Students, Dean of | 37 |
| TESOL Program | 38 |
| Theatre | 29 |
| Travel Agency | 26 |
| Washington Semester Program (Tenley) | 2 |
| Wechsler Theatre | 37 |
| Women's and Gender Studies Program | 36 |
| World Capitals Program (Tenley) | 2 |

Off Campus

| | |
|--|-------|
| 4200 Wisconsin Ave., N.W. | |
| e-academics | |
| e-administration | |
| e-operations | |
| Facilities Planning and Development | |
| 3201 New Mexico Ave., N.W. | |
| Enrollment Services, Office of | # 395 |
| Finance and Treasurer, Office of | # 280 |
| Marketing, University | # 395 |
| University Counsel, Office of | # 270 |
| 4000 Brandywine Street, N.W. | |
| Purchasing | |
| WAMU-FM | |
| 2725 39th Street, N.W. | |
| Glover Tunlaw Apartments | |
| 4800 Massachusetts Avenue, N.W. | |
| Washington College of Law | |
| Shurtle Stops | |

American University Campus

AU
AMERICAN UNIVERSITY
WASHINGTON, D.C.





AMERICAN UNIVERSITY

W A S H I N G T O N D C

American University
4400 Massachusetts Avenue, NW
Washington, DC 20016

Non-Profit Org.
U.S. Postage
PAID
Permit No. 966
Washington, D.C.